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How TO LEARN TO SPELL

by

O.E. LATHAM, Ph.B

Author of

"THE FIRST YEAR'S WORK IN NUMBER."



ATKINSON & MENTZER,

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HOW

TO LEARN TO SPELL

BY

O. E. LATHAM, Ph.B., M.D.

AUTHOR OF "THE FIRST YEAR'S WORK IN NUMBER"



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ATKINSON & MENTZER

TO VIND
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PREFACE.

"When I see a word I know not how to pronounce it; when I hear a word I know not how to spell it."

The above remark, made by one of America's greatest scholars, conveys an ineffable sadness, a sadness enhanced by the consciousness that in the teaching of English the budding soul must be grooved along irrational lines. Thus, at the outset, the reasoning faculty is seriously benumbed, a condition from which one never wholly recovers.

The indictment against our present alphabet and its uses contains charges of deeper import than the question of spelling; but "a condition, not a theory, confronts us," our problem is to teach spelling while using the present alphabet.

The art of reading is so important that a method of teaching reading has been diligently sought. Years of thought and discussion have been given to the subject. Teachers, to-day, can knowingly lead pupils into the art of thought expression. True, formerly, children learned to read, but progress was slow; teachers not having acquired a definite consciousness of what to do did much that tended to retard rather than promote the object in view; now, the task of teaching reading is essayed with perfect confidence; teachers have a definite knowledge of the step to be taken. Some prefer to teach sounds,

4. PREFACE.

through sounds teach words, then teach reading; others prefer to teach words as wholes, then teach reading; others prefer to teach reading, then teach words. All teach reading in the same way. They differ in their estimates of the amount and the kind of foundation advisable; they differ in the device used, and in personal force; but they do not differ in method of teaching reading.

The teaching of spelling has never received such serious attention. In a general way, the teaching of spelling is regarded as an endless task and a hopeless problem.

Success in the training of children to recognize words as wholes for reading purposes has brought into use the word-by-word plan of teaching spelling. It has been assumed that attention given to the recognition of words is attention given to spelling; it has been assumed that the mental process in learning to spell is the same as the mental process in learning to pronounce words at sight. But results in spelling have not been satisfactory.

When no attention is given to spelling aside from that given to reading, the spelling vocabulary increases slowly. When to spelling as a separate exercise time is given, in amount equal to that given to reading, the spelling vocabulary still lags far behind the reading vocabulary. The gap between these two vocabularies should lead us to question our method of teaching spelling.

In learning to talk a word is mastered as a unit; in one's first effort at writing words each letter is a unit. Were we to omit two and three letter words from the count in summing the words on a page of reading matter,

learning to spell the remaining words, if taught by the word method, would be many times as difficult as learning to pronounce them. Fortunately, in spite of the method, children unconsciously assimilate many of the uniformities of our language; aided by these uniformities, the gap between the two vocabularies, though conspicuous, is not so wide as it otherwise would be.

The word-by-word method of teaching spelling is faulty:

1. It violates a law of economy.

(It attempts to teach each word as a unit unrelated to other words in spelling. At once, it brings a child face to face with a lawless, an endless, and a hopeless task.)

2. It violates a law of mind.

(It attempts to supplant an ear image of a word and substitute there-for an eye image. A child speaks his native tongue before he reads. Word images are at first ear images. By law of apperception, new ideas are interpreted by, and coalesce with, pre-existing ideas. It follows that the eye image must coalesce with the ear image, the ear image being the base. Children lacking the sense of sound may be trained to spell well by a method adapted to the defect. The normal child cannot be so trained. The normal child has a consciousness arising from the sense of sound that interferes with any plan of training adapted to the defective.)

Any successful plan of teaching the normal child to spell must conform to the following propositions:

1. The learner must be given a definite state of consciousness which is to serve him as a standard.

(But few minds can retain unorganized knowledge. To organize knowledge, the mind must have an interpreting standard around which to group likenesses and differences.)

2. The spelling standard, at base, must be an ear consciousness.

(Since words are at first ear images, the mind must interpret a written word in terms of sound.

Since, in one's first effort at writing, each letter arouses a unit of consciousness, the mind will make an effort to interpret each letter in terms of sound. This effort produces an indefinite phonic consciousness. An indefinite phonic sense hampers, rather than assists, one in spelling. It follows that this indefinite phonic sense must be made definite, or the child will remain in a condition freighted with worry and bad spelling. It follows that a child has a right to know, and that it is our duty to teach, the standard sounds of the letters, and any additional sounds that become standard by position.)

3. Oral spelling, especially, gives and fixes phonic consciousness.

4. Writing teaches writing.

(At first, the mere mechanism of writing absorbs the whole attention. Later, a child can slowly write and follow the sequence of letters. When penmanship becomes automatic, one can write correctly any word that he can spell. We must, therefore, have much writing, not that writing teaches spelling, but that writing may not interfere with spelling.)

How to Learn to Spell.

INTRODUCTION.

In speaking the English language, one uses more than forty sounds. Our alphabet has but twenty-six letters. Certain letters represent more than one sound. This causes difficulties in spelling and pronunciation.

Five letters, a, e, i, o, u, are called vowels—voice letters. The word *vowel* may mean a sound; again, it may mean a character representing a sound.

The names, long, short, broad, flat, etc., as applied to sounds, being technical, are apt to mislead. In speaking a word, a long sound may be quite as short as a short sound.

The sound known as short o is difficult in two ways; difficult to know, difficult to utter when known.

Short o is allied to, and may be derived from, the sound of o in *for*, called broad o, marked ô. Ô is produced by a slow lung contraction which gives a breathed sound that may be prolonged. Short o is produced by a sudden lung contraction which gives an exploded sound that cannot be prolonged. The explosion of voice, the vocal organs being in position to utter ô, produces short o.

a. In assigning to each letter, unmarked, a sound or an influence, a feature of The Century Dictionary is used.

b. The marks used are those of Webster's International Dictionary.

c. The Standard Dictionary is followed in spelling, accent, syllabication, and pronunciation.

Each letter has a standard sound. Some letters have special sounds in certain positions. The contraction, std., indicates a sound or law considered standard. The contraction, p. std., indicates a positional standard; as, c before e and i.

Letters will be marked only when their sounds conflict with standards.

These exercises should be started as early as the beginning third grade, and finished in the fifth grade. They will bring the spelling vocabulary abreast with the pronouncing vocabulary while increasing the latter six-fold. At the end of three years' work, a child can pronounce and spell any one of 30,000 words.

HOW TO LEARN TO SPELL.

LESSON 1.

The short sound of the vowel is assumed to be its standard sound. For this reason, in these exercises, short vowels will be written unmarked; as,

a e i o u

Pronounce these words:

bat fed bid bog cup

Pronounce the above words again. Think the vowel sound. Pronounce the vowel alone.

Pronounce these sounds:

a	e	i	o	u
e	i	o	u	a
i	o	u	a	e
o	u	a	e	i
u	a	e	i	o

Drill until the pupils pronounce with ease.

LESSON 2.

These letters, b c d f g h j k l m n p q r s t v w x y z, and (ch sh th), are called consonants, con, with; plus sono, sound.

Vowels are sounds, consonants are characters used to go along with sounds. In most words a vowel is flanked by consonants. These cause the vowel sound to begin in a queer way, and to end in a queer way.

In pronouncing a single word ending in a consonant, we usually allow the breath to escape at the close, and by this we are deceived. In the sentence, "Pop goes the weasel," were we to pronounce pop as we often do when it stands alone, the sentence would sound like this, Pop-h goes the weasel.

It is best to avoid sounding consonants alone. The more you study our language, the more you will be inclined to consider consonants as modifiers rather than sounds, though in certain words some consonants have separable sounds.

Correct pronunciation is elegant pronunciation.

PRONOUNCE:

bat bet bit 'bot but

Isolate the sound of the first two letters blended, pronounce. Isolate the sound of the last two letters blended, pronounce.

PRONOUNCE:

ba	be	bi	bo	bu
at	et	it	ot	ut

The next twenty-eight lessons are pronouncing lessons. The vowel remains short throughout. The consonant influence considered standard is indicated by a word at the left.

LESSON 3.

bat,	ba	bi	bo	ba	bu
	ib	ob	eb	ub	ab
cat,	cu	ca	co	cu	ca
	ec	uc	ac	ic	oc

LESSON 4.

dip,	di	da	du	de	di
	ad	ed	id	od	ud
fig,	fi	fu	fo	fe	fa
	uf	if	uf	ef	af

LESSON 5.

gas,	ga	ga	gu	ga	gu
	ag	og	ig	og	ug
hat,	ha	hi	ho	hu	ha
jug,	ja	ju	ja	ju	ja

LESSON 6.

kid,	ke	ki	ku	ke	ka
lad,	le	la	li	lo	lu
	ul	al	ol	al	il
man,	ma	mi	mo	ma	mu
	um	am	om	im	em

LESSON 7.

net,	nu	ni	ne	na	ni
	in	on	un	an	en
pod,	po	pi	pe	pu	pa
	ap	ep	up	op	ip

LESSON 8.

c, k, and q modify in the same way. q is always followed by u. qu = kw, std.

quit,	qua	que	qui	quo	qui
	quo	que	quo	qui	qua
rat,	ri	ra	re	ro	ru
	re	ri	ro	ru	ra

LESSON 9.

ur er ir.

The custom of making no distinction between ur and er in pronunciation seems to be quite general. Authority makes a distinction. This lesson requires care.

When the vocal organs are in position to utter short u, we may give short u, or neutral u at will. Short u requires a sudden lung contraction, causing exploded voice. Neutral u requires a slow lung contraction, causing breathed voice.

ur equals the blending of neutral u and r; as, urn, fur, concur.

er equals the blending of short e with a slight glide and r; as, fern, term, verb.

ir equals er; as, first, bird, birth.

urn,	ur	ur	ur	ur	ur
term,	er	er	er	er	er
bird,	ir	ir	ir	ir	ir
	ur	er	ir	ur	er
	er	ir	ur	ir	er

ir as an initial syllable equals the blending of short i and r; as, ir reg u lar.

LESSON 10.

sat,	se	si	sa	su	si
	os	es	us	es	us
top,	ta	te	tu	ta	tu
	et	it	ot	ut	at

LESSON 11.

vat,	va	ve	vi	vo	vu
	iv	uv	iv	av	uv
wit,	wi	wi	wi	wi	wi
	wi	wa	wi	wa	wi

LESSON 12.

ax,	ax	ex	ix	ox	ux
yes,	ya	ye	ya	ye	ya
fez,	ez	uz	ez	uz	ez
	za	ze	zi	ze	zi

LESSON 13.

ch, sh, th.

The above modifiers represent units, not blendings.

church,	ach	ech	uch	och	ach
	chi	cho	chu	cha	che
ship,	shu	sha	shi	sho	shu
	esh	ish	ush	osh	ash

LESSON 13².

thin,	tha	thi	tho	thu	tha
	ath	eth	ith	uth	eth
them,	thi	tho	thū	tha	thi
	eth	uth	ith	ath	eth

These lessons should be reviewed until a pupil can pronounce an entire lesson in ten seconds.

LESSON 14.

Throughout these exercises the vowel is treated as a base. Consonants are treated as front modifiers and rear modifiers of the vowel.

a. Pronounce these words.

b. Isolate the sound indicated by the first three letters, pronounce:

black, brand, clam, crab.

black,	bla	bli	blo	blu	ble
brand,	bru	bri	bro	bre	bra
clam,	cla	clo	clu	cli	cle
crab,	cra	cru	cro	cri	cre

LESSON 15.

dress,	dre	dra	dru	dri	dro
dwell,	dwe	dwi	dwe	dwi	dwe
flit,	fli	flo	flu	fla	fle
from,	fro	fra	fre	fri	fru

LESSON 16.

glad,	gla	gli	gle	glo	glu
grand,	gra	gri	gro	gru	gra
ph = f,	pha	phe	phi	pha	pho
plot,	plo	plu	pli	pla	ple

LESSON 17.

sc = sk,	sca	scu	sca	scu	sca
sch = sk,	sche	sche	sche	sche	sche
	scra	scre	scri	scru	scra
	shra	shre	shri	shru	shra

To the ear, sc and sk are alike, and sch often has the same sound.

sc is standard.

Words starting with sch and sk are few and easily mastered.

LESSON 18.

skull,	sku	ski	sku	ska	ske
sled,	sle	sli	slo	slu	sla
smash,	sma	sme	smi	smo	smu
snug,	snu	sno	sni	sne	sna

LESSON 19.

sphinx,	sphi	spha	sphe	sphi	spha
spot,	spo	spa	spi	spu	spe
sprang,	spra	spre	spri	spru	spra
squint,	squi	sque	squi	sque	squi

LESSON 20.

stop,	sto	ste	sti	sta	stu
strand,	stra	stre	stru	stri	stre
swam,	swa	swe	swi	swi	swe
thrill,	thri	thra	thri	thra	thri

LESSON 21.

trot,	tro	tri	tre	tru	tra
thresh,	thre	thra	thre	thri	thru
twelve,	twe	twi	twa	twe	twi
wh = hw,					
whip,	whi	whe	whi	whe	whi

LESSON 22.**REAR LETTERS.**

Rear consonants may modify as a unit; as, mp.

Rear consonants may have separate influences;
as, ct.

The second of two like modifiers standing side by side can have no influence and is considered silent; as, b**þ**, c**k**, d**d**, ff, g**g**, ll, r**r**, s**s**, t**t**, z**z**.

back,	ack	eck	ick	ock	uck
act,	act	ect	ict	oct	uct
cuff,	uff	off	eff	aff	eff
sift,	ift	oft	uft	aft	eft

LESSON 23.

bulb,	ulb	alb	elb	ilb	ulb
held,	eld	ild	eld	ild	eld
milk,	ilk	elk	ilk	elk	ilk
helm,	elm	ilm	ulm	elm	ilm

LESSON 24.

bill,	ill	ell	ull	ell	ill
pulp,	ulp	ilp	alp	elp	ilp
belt,	elt	ilt	ult	elt	ilt
pump,	ump	omp	imp	emp	amp

LESSON 25.

tempt,	empt	ampt	umpt	empt	ampt
ranch,	anch	ench	unch	onch	anch
bend,	end	ond	ind	and	und

LESSON 26.

n before g or k = n, p. std.

ring,	ing	ang	eng	ong	ung
bank,	ank	unk	onk	ink	ank
mint,	int	ent	ont	unt	ant
verb,	erb	erb	erb	irb	irb

LESSON 27.

bird,	ird	erd	ird	erd	ird
church,	urch	irch	urch	irch	urch
turf,	urf	urf	urf	urf	urf
berg,	erg	urg	erg	urg	erg

LESSON 28.

kirk,	irk	irk	urk	urk	urk
firm,	irm	erm	irm	erm	irm
fern,	ern	urn	ern	urn	ern
chirp,	irp	irp	irp	irp	irp

. LESSON 29.

first,	irst	urst	irst	urst	irst
wert,	ert	urt	irt	ert	urt
mirth,	irth	irth	irth	irth	irth
disk,	isk	usk	isk	usk	isk

LESSON 30.

spasm,	asm	ism	asm	ism	asm
lisp,	isp	usp	isp	usp	isp
kiss,	iss	ess	uss	iss	ess
best,	est	ist	ost	ist	ost
buzz,	uzz	izz	uzz	izz	uzz

A few endings have been omitted.

LESSON 31.**THE ALPHABET.**

Learn the letters by name in sequence.

a b c d e f g h i j k l m n o p q r s t
u v w x y z

Can you say them backwards?

Name the letter just before, and the letter just after each of these:

d, s, h, m, p, b, w.

Were your dictionary open at words beginning with *m*, which way would you turn to find words beginning with

s, f, b, p, c, q, o ?

LESSON 32.

a. Write the alphabet carefully, connecting each two, three, four, or five letters.

b. Write the letters well; time, one minute.
(Practice until you can do this.)

LESSON 33.

a. Orally, spell the word-parts in Lesson 3.

(The teacher should dictate rapidly. The pupil should name the letters, but not repronounce the word-part. Each pupil should thus spell an entire lesson in one-half minute.)

When the oral spelling is perfect, the part-words may be dictated for writing. In writing, one should be reproducing a mental image, not attempting to form one.

b. At dictation, write Lesson 3; time, two minutes.

c. At dictation, write Lesson 3; time, one minute.

The mind through the ear must acquire a definite phonic sense. The hand must obey the mind automatically. You must learn to write well, you must learn to write rapidly.

LESSON 34-60.

Devote the next twenty-seven exercises to the oral and the written spelling of the word-parts found in Lessons 4 to 30 inclusive, omitting all word-parts in *ir*, *sk*, and *sch*. Pupils should not study the lessons in advance. The pronouncing drills have given them a phonic sense that enables them to do this work without study.

SUGGESTION.—While the recitation periods are devoted to the above work, the study periods should be used in building Class A words.

EXPLANATION.—In order to aid you in learning to spell, words are herein divided into four classes, Class A, Class B, Class C, and Class D.

Class A includes all words having a single vowel followed by one consonant only; as,

in hop club dram shred.

Class B includes all words having a single vowel followed by two or more consonants only; as,

off bulb belch smirk rhythm.

Class C includes all words having a single vowel followed by one or more consonants and silent *e*; as,

came scheme bone shrine change brusque.

Class D includes all words having two vowels side by side; as,

aid goose speed count screech oak.

LESSON 61.**CLASS A.**

Class A includes all words having a single vowel followed by one consonant only; as,

am red grim throb strut.

EXPLANATION.—A vowel is treated as a base.

A front letter is one before, or to be placed before the vowel.

A rear letter is one after, or to be placed after the vowel.

WORD BUILDING, MODEL.

Rear letters,—b, d, g, m, n, p, t, x.

a—	am	an	at	ax
e—				
i—	in	it		
o—	on	ox		
u—	up			

PLAN.—Write the rear letters at the top for a guide. Write the vowels in column at the left. Imagine the first rear letter to follow a. If those two letters form a word, write the word. If those two letters do not form a word, imagine the next letter to follow a. So continue, until all rear letters have been tried imaginatively.

In the same way, try each rear letter with e, then with i, with o, and with u.

Copy the rear letters, close your books, reproduce this lesson.

LESSON 62.

CLASS A.

WORD BUILDING, MODEL.

Rear letters,—b, d, g, m, n, p, t, x.

ba—	bad	bag	bat		
be—	bed	beg	bet		
bi—	bib	bid	big	bin	bit
bo—	bob	bog	box		
bu—	bud	bug	bun	but	

PLAN.—Write the rear letters at the top for a guide. Write the vowels, with front b, in column at the left. Imagine the first rear letter to follow ba. If the three letters form a word, write the word. If those three letters do not form a word, imagine the next letter to follow ba. So continue, until all rear letters have been tried imaginatively.

Treat be, bi, bo, and bu, in the same way.

DIRECTIONS:

a. Use only the above rear letters.

b. Write only words that you know.

(You must be careful about these directions. Others may know more words than you, but the teacher takes pride in the one who learns most, rather than in the one who at first knows most.)

Copy the rear letters, close your books, reproduce this lesson.

NOTE.—The pupils will build some undignified words such as bub and bum. Such words offer direct material for language culture lessons. Much of the language work done in school is a sorry waste of time, but language culture lessons are always fruitful.

LESSON 63.**CLASS A.**

Use front c according to model, Lesson 62.

a. Use only the rear letters assigned in Lesson 62.

b. Write only words that you know.

LESSON 64-79.

Use the following front letters, one at an exercise, according to model, Lesson 62:

d f g h j k l m n p r s t v w y.

LESSON 80.**CLASS A.****MEMORIZE:**

<i>er</i>	<i>ir</i>	<i>ur</i>
her	fir	bur
—	sir	cur
bac	—	fur
lac	as	pur
roc	is	—
sac	bus	jet
—	gas	jib
if	has	jig
of	his	—
—	pus	set
nil	yes	sew (sō)
sol	was	sex
		sin
		sip
		sit
		six

EXPLANATION.—Words having er, ir, and ur must be learned, for er and ir sound alike, and closely resemble ur.

Words ending in c, f, l, or s must be learned, for ck, ff, ll, or ss is usual.

Words having j before e and i must be learned, for g is generally substituted for j before e and i.

g before e and i, having the sound of j, is pstd.

Words having s before e and i must be learned.

The plan of leaving blank spaces after lists to

be learned is followed throughout. These spaces allow room to insert words that should be added to the list.

Each list of words may be incomplete, from oversight, because the word is not in common use, because it lacks dignity, because it belongs to one of the Rhythmic Groups, because it has more letters than have yet been considered, or because it involves a change in vowel sound that is separately treated.

Thoroughly learn the meaning and the use of these words.

LESSON 81.

CLASS A.

You cannot blend s with s, x, or z.

If you wish to make the word fox mean more than one, you add the syllable es, and write foxes.

One can blend s with the other single letters.

If you wish to make the word bug mean more than one, you add the letter s, and write bugs.

You can form the plural of Class A nouns by adding s to the root, remembering to add es to those ending in s, x, or z.

REMEMBER.—man, plural men.

ox, plural oxen.

Verb roots also take s; as, bat, bats; I bat well, but he bats better.

a. Select, from the supplement, words to be dictated. Let the pupils add *s* to the roots.

b. Select, from the supplement, words to be dictated at the rate of twenty per minute.

You can now spell,

Class A roots350

Class A derivatives in *s*, *es*.....320

LESSON 82.

CLASS A.

You can form the possessive of Class A nouns by adding the apostrophe and *s* (*'s*) to the root; as, A bud's form is oval.

We pronounce the possessive form of a word ending in *s*, *x*, or *z*, in two syllables; as, gas's, box's, fez's.

a. Write sentences, using the possessive form of these words, bed, cap, dog, nut, rat.

b. Select, from the supplement, words to be dictated. Let the pupils form the possessive.

You can now spell,

Class A roots350

Class A derivatives in *s*, *es*.....320

Class A possessives.....180

LESSON 83.

CLASS A.

We often add a syllable to the rear of a word, and thus form a different word. The word thus formed is called a derivative. The syllable added is called a suffix. If the added syllable begins with a vowel, it may be called a vowel suffix.

The vowel suffixes most frequently used are,

• ed, en, er, ing, y.

When adding a vowel suffix to a Class A root, we repeat the final letter of the root, and assign the added letter to the suffix; as,

fat	fat	fat	fat	fat
fat ted	fat ten	fat ter	fat ting	fat ty

(k, v, w, and x are not so repeated.)

ed. When the root ends in d or t, the ed suffix is pronounced as written. When a root ends in f, p, or x, the ed suffix has the sound of t. When a root ends in any other letter, the ed suffix has the sound of d.

p. std.

SAMPLE PAGE.

Class A derivatives:

bagged	winner	wedded
taxed	jotting	wedding
fanned	tapper	webbed
hopping	winning	webbing
budded	cupping	bidden
tagged	tapping	bidder
manning	bedded	bidding
buggy	cutting	vexed
tipped	tanned	dunning
batted	bedding	vexing
canned	cotter	dunned
tipping	tanning	vexer
batter	bedder	dipper
canning	totter	setting
tinned	tanner	dipping
witted	begged	donned
capped	dotted	donning
tinning	tanner	fanned
taxing	robber	bobbing
witty	wetter	foxy
capping	digger	foggy
tapped	summing	boxing
bagging	wetting	boxed
budding	digging	fitting
tagging	summed	fitted

LESSON 84.

CLASS A.

NOTE.—Words ending in *x* are assigned to Class A, though *x*, having the force of *ks*, is equivalent to a Class B ending. Words ending in *ch*, *sh*, and *th*, are assigned to Class B, though the ending is a unit of sound.

The following letters are not repeated before a vowel suffix.

REMEMBER.—*k*, *v*, *w*, and *x*.

BUILDING DERIVATIVES, MODEL.

Vowel suffixes,—*ed*, *en*, *er*, *ing*, *y*.

wit— witted witty

tap— tapped tapper tapping

pop—

fix—

vow—

PLAN.—Write the vowel suffixes at the top for a guide. Try, imaginatively, each suffix with each root.

Write only words that you know.

Each day, build derivatives from six Class A roots. So continue, until all the roots found in the supplement have been used.

SUGGESTIONS:

a. While the study period is being used in building Class B words, the recitation period may be used in writing Class A plurals and possessives.

b. Dictate Class A derivatives for rapid writing.

LESSON 85.

CLASS B.

Class B words have a single vowel followed by two or more consonants only; as,

add bend thrill broth dress strength.

Before building words as directed below, pronounce Lessons 133, 135, 136, 137.

WORD BUILDING, MODEL.

Rear letters,—bb, dd, ff, ft, gg, lk, ll, lm, mp, nch, nd, nk, nn, nt, pt, rn, sh, sp.

a— add aft all and ant apt ash asp

e— ebb egg elk ell elm end

i— ill imp inch ink inn

o— odd off oft

u— urn

PLAN.—This work is done as in Lesson 62. Copy the rear letters, close your books, reproduce this lesson.

REMEMBER.—add ebb egg inn odd.

LESSON 86.**CLASS B.**

NOTE.—Before taking up the work of this lesson, turn to the Rhythmic Groups and pronounce the words having Italian a, and modified Italian a.

WORD BUILDING, MODEL.

Rear letters—ck, ff, ft, mp, nch, nd, ng, nk, nt, sk, ss, st, th, zz.

ba— back etc.

be—

bi—

bo—

bu—

Complete this lesson.

Write only words that you know.

LESSON 87.**CLASS B.**

Use front c in the manner above.

a. Use only the rear letters assigned in Lesson 86.

b. Write only words that you know.

LESSON 88-103.**CLASS B.**

Use the following front letters, one at each exercise, in the manner above.

Use only the rear letters assigned in Lesson 86.

Write only words that you know.

d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y.

LESSON 104.

CLASS B.

LEARN:

<i>er</i>	<i>ir</i>	<i>ur</i>	SUGGESTIONS.—One
berg	birch	burg	may express the meaning
berth	bird	burn	of a word more com-
derm	birth	burnt	pletely by using a sen-
fern	dirk	burr	tence, or a phrase, than
germ	dirt	burst	by using a single word,
herb	firm	curb	but for the exercises fol-
herd	first	curd	lowing, a single word is
jerk	gird	curl	much better.
perch	girl	curst	The teacher is request-
perk	girt	curt	ed to study with the pupils,
pert	girth	durst	to explain when neces-
term	kirk	furl	sary, and to help select a
serf	mirth	hurl	single word to convey the
verb	myrrh	hurt	meaning of the listed
		lurch	word.
		lurk	Pronounce these words
		murk	repeatedly, giving the
		purl	meaning each time.
		surd	When does one know
		surf	a list of words?
		turf	<i>Ans.</i> When he can
		turn	pronounce, and give a
			synonymous meaning at a

rate of fifty or more per minute.

Do no spelling until the above work is finished. You will then find that the spelling is perfect.

CAUTION.—The meaning must be known, not written at the side of the word.

LESSON 105.

CLASS B.

LEARN:

jerk	kil ^h	cell	self	sigh ^t
jest	lymph	cent	sell	sign
jilt	lynch	cyst	send	silk
—	lynx	buzz	serf	sill
calc	hym ^h	fizz	sick	silt
zinc	myth	fuzz	sift	sing
talc	nymph	sizz	sigh ^h	sink
arc				
ark				

See suggestions, Lesson 104.

LESSON 106.

CLASS B.

std. Add s to the root to form the plural of a word in any class.

std. Verb roots also take s.

Some words of Class B end in ch, sh, ss, zz.

Will s blend with those sounds? How, then, would you form the plural of words so ending?

Remember these plurals:

self,	plural	selves
shelf,	"	?
elf,	"	?
wolf,	"	?

a. As the teacher dictates roots, write plurals at the rate of twenty or more per minute.

b. As the teacher dictates roots, write possessives at a rate of twenty or more per minute.

(The teacher may select from the supplement. While dictating Class B words, intermix Class A words having like sound endings.)

You can now spell,

Class A words 1400

Class B roots 600

Class B derivatives in s, es, ves, 's 700

LESSON 107.

CLASS B.

Certain syllables are frequently used as suffixes. Those that begin with a vowel may be called vowel suffixes. (v. s.) Those that begin with a consonant may be called consonant suffixes. (c. s.)

std. Words of any class take on a consonant suffix without change.

How do we add a vowel suffix to a Class A root?

What is a Class B root?

Class B roots take on any suffix without change.

The common vowel suffixes are, ed, en, er, est, ing, ish, y.

The common consonant suffixes are, ful, less, ling, ly, ment, ness.

BUILDING DERIVATIVES, MODEL.

(v. s.) ed, en, er, est, ing, ish, y.

bunt—

rend—

lash—

hint—

mill—

Build only words that you know.

a. Daily write the derivatives of six Class B words.

When you have practiced the above exercise three weeks you can spell many words.

You can then spell,

Class A words 1400

Class B words..... 2800

LESSON 108.

CLASS A—CLASS B.

Words of Class A and Class B may begin with one of the following combinations:

bl	br	ch	chr	cl	cr	dr
dw	fl	fr	gl	gr	ph	pl
pr	sc	sch	schl	schr	scr	sk
sl	sm	sn	sp	spr	st	str
sw	th	thr	tr	tw	wh	wr

WORD BUILDING, MODEL.

Rear letters—b, ck, d, ff, ft, g, m, mp, mpt, n, nch, nd, ng, nk, nt, p, sk, ss, st, t, th, z.

Build as in model, Lesson 62.

bla—

ble—

bli—

blo—

blu—

LESSON 109.

LEARN:

clerk
querl
sperm
stern

chirp
flirt
quirk
shirk
shirr
shirt
skirt
smirch
smirk
squirm
squirt
stir
swirl
third
thirst
twirl
whir
whirl

blur
blurt
church
churn
scurf
slur
spur
spurn
spurt
whur

C~~h~~rist
c~~h~~ri~~s~~m
crypt
phleg~~m~~
phlox
r~~h~~us
r~~h~~ythm
scent
schism
schist

See
Suggestions,
Lesson 104.

SAMPLE PAGE.

Words having multiple front letters.

bless	blench	splint
quiz	splash	twist
skid	blotch	splotch
quit	sphinx	twelfth
skill	chink	sprang
quirk	shrunk	thwack
skim	chintz	sprig
quip	scoff	thrust
skip	Christ	spring
quilt	shrug	thrush
shrink	clinch	sprint
quill	shrub	thrum
skulk	crutch	sprung
quid	shrimp	throng
skull	cranch	strength
quick	shrill	thrill
skunk	clutch	stretch
quest	script	thrift
scum	crotch	strict
querl	scrimp	thresh
cress	drench	string
chink	scratch	thrash
clad	plinth	strip
quell	scrap	struck
quench	scrag	strong

A PUZZLE IN CH AND TCH.

As you pronounce these words, name the class to which each belongs; as, Class B, Class C, Class D.

Observe this page. Study the next lesson.

arch	each	sandwich
watch	hitch	witch
batch	finch	ostrich
beach	itch	thatch
botch	flinch	squelch
belch	kitchen	stitch
butcher	French	such
peach	latch	stretch
paunch	lynch	scorch
search	notch	smutch
bench	lunch	niche
catch	match	beech
bleach	patch	snatch
blanch	crunch	rich
clutch	pitch	hatch
bunch	parch	perch
ditch	ratchet	henchman
church	much	launch
Dutch	retch	switch
leech	quench	bachelor
etch	satchel	clinch
cranch	ranch	cinch

LESSON 110.

ch, tch.

Pronounce column 2. Do you hear a consonant sound between the vowel and ch?

Pronounce column 3. Do you hear a consonant sound between the vowel and ch? t in tch is silent.

1	2	3
beach	gulch	batch
leech	lynch	stitch
peach	march	match
each	ranch	scratch

Class D words never end in tch; as, column 1.

Class B words having a consonant sound between the vowel and ch, never end in tch; as, column 2.

std. Class B words having no consonant sound between the vowel and ch, end in tch.

SUGGESTION.—Study the idea above until it seems easy; memorize the following list of exceptions; you can then spell more than two hundred syllables in ch and tch, having the *std.* sound of ch.

REMEMBER:

at	} tach	sandwich	much
de		rich	such
bachelor		which	ostrich
niche		duchy	duchess

LESSON 111.**CLASS A — CLASS B.**

a. As the teacher dictates, write plurals of words beginning with multiple front letters.

b. Daily form derivatives of six words beginning with multiple front letters.

c. As the teacher dictates, write Class A and Class B derivatives at a rapid rate.

NOTE.—Lesson 111 is general. The teacher can tell when those exercises become a waste of time.

LESSON 112.

Words may combine without losing their original meaning, and form a new word, a compound word; as,

dust and pan,	dustpan
tan and yard,	tanyard
whip and lash,	whiplash

We may form derivatives of compound words; as, whiplashed, whiplashing, etc.

Form compounds by combining each word in the upper list with a word in the lower list.

red	black	gas	club	red	ship	first	red	slip
cat	snow	star	black	high	church			

foot	yard	fish	born	light	board	board	shod
bird	bird	land	bird	bird	wing	top	

SAMPLE PAGE.

By observing what can be done with the word, back, the first word that you built in Lesson 86, you can form some idea of the number of words that you can now spell.

back	backfall	backlashing
backband	backfalls	backlashings
backbands	backfaller	backlog
backbanded	backfalling	backlogs
backbanding	backfallings	backmost
backbond	backhand	backset
backbonds	backhands	backsets
backcast	backhanded	backstitch
backcasted	backhandedly	backstitches
backcasting	backhandedness	backstitched
backcaster	backhander	backstitching
backcasters	backhandlers	backstitchings
backcastings	backhanding	backward
backcasts	backlash	backwards
backer	backlashes	backwardly
backers	backlashed	backwardness
backing	backlasher	backwash
backings	backlashers	backwasher
		etc.

Observe that the above words are on the plan of a Class B word, or two Class B words, four excepted. Class C and Class D words also combine with Class A and Class B words in forming compounds and compound derivatives.

When you have mastered the words of Class C and Class D, you can spell a great many words.

However, you can now spell,

Class A roots, derivatives, etc. 2,000

Class B roots, derivatives, etc. 11,000

LESSON 113.

LONG VOWELS.

game	cere	time	bone	cube
ā	ē	ī	ō	ū

Long u is the only difficult long vowel sound.

Long u equals the blending of ē and ōō; but the blending must be so perfect that the ē sound cannot be distinguished from short i.

The long u sound is heard in the following words:

beauty, feud, new, few, pew, cue, lieu, duty,

NOTE.—Initial long u has a consonant y element; as, un ion (yūn yun).

PRONOUNCE:

u = ū

blue	cube	cure	cute	duke	dude	dune
dupe	fluke	flute	June	fume	mute	nude

LESSON 114.

LAWS OF LONG VOWELS.

LAW 1.—A vowel as a word is long.

A wise son maketh a glad father.—*Bible*.

I am a part of all that I have met.—*Tennyson*.

O beautiful and grand,

My own, my native land!—*Coles*.

Law 1 applies, also, to a vowel used as an accented syllable; as,

a' pron	i' ron	o' pen
A' pril	i' tem	o' ver
e' ven	o' epher	o' vert
e' vil	o' men	u' nit
i' dle	o' nyx	u' ni form

LAW 2.—A final vowel, in a word having but one vowel, is long; as,

be	by	cry	dry	fly	fry
go	he	me	no	so	ply
pry	she	spry	sty	the	thy
we	ye	(do)	(to)	(two)	(who)

The letter y is often substituted for i. When y takes the place of i, it becomes a vowel, and has the sound that i would have in that position.

Law 2 applies, also, to accented syllables; as,

Bi' ble	ci' pher	pu' pil
bo' gus	co' zy	py' thon
bu' gle	cu' bit	fa' ble

An unaccented vowel is obscure usually, when by its position it should be long; as, i' ò dide.

An obscure vowel can scarcely be distinguished from neutral u. Obscure vowels are marked in the International Dictionary; thus, à è í ò û.

A as a word, also final e in the word the, are often obscure.

LAW 3.—In words of one syllable having two vowels, the first vowel is long; the second, silent.

NOTE.—Silent, here, means silent in sound, not in influence. It is the influence of the second vowel that makes the first long. A vowel may be silent in both sound and influence; as, give. In these exercises when a vowel is marked silent, it is silent in both sound and influence. There are many exceptions to Law 3. See, also, Lessons 148 and 149.

Law 3 applies, also, to accented syllables.

The two vowels may be separated by one or by two consonants. This arrangement gives what we call a Class C word; as,

dike	lure	glimpse
hive	merge	lathe

The two vowels may stand side by side. This arrangement gives what we call a Class D word; as,

team	bee	heed
cheek	loan	roar

LESSON 115.

SAMPLE PAGE.

To catch the rhythm of Class C words, the pupils may spell in concert from their books.

age	cage	eke
ale	cake	huge
ape	came	drape
ate	cane	June
bake	chaste	fife
bale	chide	flute
bane	chime	braze
blade	chore	eve
blame	cite	glaze
blaze	clime	grade
bide	clothe	cube
bile	clove	hone
bine	code	hire
bode	coke	joke
bole	cone	kite
bone	cope	cute
bore	core	lime
brake	cote	sale
brave	cove	shine
bribe	crape	time
theme	stale	thine
stole	tape	stile
twine	throne	type

LESSON 116.

SAMPLE PAGE.

To catch the rhythm of Class D words, the pupils may spell in concert from their books.

ail	beach	tie
bail	bead	viè
bait	beak	board
bay	bean	cloak
blain	beast	coal
braid	beef	coast
chain	beet	coat
claim	cheek	croak
drain	cheep	doe
dray	creed	float
fail	creek	foal
fain	creep	foam
faint	feed	foe
faith	feel	loam
flail	fleet	gloat
gain	free	blue
grail	freeze	cue
grain	die	due
gray	fie	blue
hail	hie	glue
jail	lie	rue
laid	lye	sue
lain	pie	moan

LESSON 117.

ACCENT.

monosyllable	dissyllable	trisyllable
strength	cra'dle	can'ni bal

When we speak of a syllable, we generally have reference to a part of a word uttered by a single voice impulse, but we may mean a word uttered by a single voice impulse; as, bud, change, strength, dear, etc.

It is quite difficult to speak a word of two syllables, without giving greater voice force to one part than to the other. The part that receives the greater voice force is said to be accented. Accent is indicated; thus,

ba'by cra'dle

Treat these figures as syllables; throw the accent as indicated; drill until this can be done with ease.

Nice accent avoids undue voice stress.

1. I'-2 I-2'
2. I'-2-3 I-2'-3 I-2-3'
3. I'-2-3-4 I-2'-3-4 I-2-3'-4 I-2-3-4'

PRONOUNCE:

com pare'	com par'ison	com'pa ra ble
com pact'	com'pact	com'pa ny
o pin'ion	op'e ra	om ni pres'ent

LESSON 118.

You have formed many Class A and Class B derivatives, also, a few compounds; but we may have words of two or more syllables that are neither derivatives nor compounds; as,

with er	num ber	mys ter y
crad le	catt le	pow er

Words like the above are sometimes called two-part, or three-part roots. Which of the above words is a three-part root?

Wither is not *with* plus *er*. A derivative retains somewhat of the root meaning.

To distinguish a two-part root from a derivative, we must be guided by the meaning, not the form.

All Class B roots end in two or more consonants. Compounds and derivatives of Class B are very numerous, but there are very few two-part roots having a Class B syllable; as,

bick er	pock et	smoth er
wick et	rath er	wick ed

Nearly all two-part roots are formed on the Class A plan; that is, one syllable belongs to Class A.

The number of words (two-part roots) having both syllables of Class A form is very great; as,

zig zag	wil low	wal low
wor ry	win dow	wab ble
wor ship	wig wam	ver tex
whis per	tot ter	wam pum

Many Class B words end in ff, ll, ss; but the first syllable of a two-part root having the same sound as a Class B root belongs to Class A; that is, the first syllable ends in single l, f, or s; as,

buff ...buf fet	...buf foon
muff ...muf fle	...muf fler
all ...al most	...al so ...al ways ...al ter
bell ...bel fry	...bel low
mass... mas cot	... mas ter
pass ...pas tor	... pas ture
bill ...bil bo	... bil ious
dell ...del i quesce'	...del ta ... Del phic

LESSON 119.

GERMAN METHOD.

While the pupils are mastering certain difficult lessons, the teachers of Germany make it a habit to study with the pupils, reading, illustrating, and explaining, until the lesson is understood.

Most spelling lessons should be treated according to the German method. Each word should be pronounced, and a synonymous meaning found. True, a sentence or a phrase will define more completely than a single word, yet a single word should be thought out and used. In this work the teacher's aid is very necessary.

A lesson should be studied slowly and a synonymous meaning selected for each word. This slow process may be repeated as many times as necessary, repeated until the words are known.

When is a list known?

Ans. When the pupils can pronounce and give a synonymous meaning at a rate of from fifty to eighty words per minute.

CAUTION.—The meaning must be known, not written at the side of the listed word.

When shall we spell?

Ans. The habit of attempting to spell unknown words should be discontinued. The spelling of known words is quite unnecessary, yet for the sport of it they may be dictated at a rapid rate to test speed in writing. In general, the usual spelling grind is quite inexcusable.

LESSON 120.

TWO-PART ROOTS.

NOTE.—At present we are concerned with two-part roots in which each syllable is of the form of a Class A, or a Class B root, but the distinctions following obtain in all two-part roots. You have formed many Class A and Class B derivatives; you know the laws of union when joining a suffix to a Class A or a Class B root. The second syllable of a two-part root may be joined to the first syllable according to the laws of union in derivatives, or contrary to those laws

FORM ONE. *std.*

Form One includes all two-part roots in which the second syllable is joined to the first syllable according to the laws of union in derivatives.

FORM TWO. (irregular)

Form Two includes all two-part roots in which the second syllable is joined to the first syllable contrary to the laws of union in derivatives.

How does a Class B root take on any suffix?
How does a Class A root take on a consonant suffix?

In adding a vowel suffix to a Class A root we repeat the final letter of the root and assign the added letter to the suffix, *thus, the second syllable begins with a consonant.*

The following lessons furnish illustrations of all types.

FORM ONE. *std.* (First type)

bon' net	rab' bit	num' ber	ăl low'
mit' ten	tur' bid	hum' ble	ex cept'
rib' bon	but' ton	fol' lōw	tum' ble
her' ring	lim' pid	mas' ter	pud' dle
tur' nip	pud' ding	cor' ner	slen' der
wal' nut	stam' mer	nib' ble	lin' net
gar' net	pun' gent	scam' per	vel' vet
gim' let	băl' last	fin' ger	twit' ter
bel' low	blun' der	let' ter	war' ble
in' sect	băr' rel	gen' tle	ob' ject
per haps'	but' ter	pil' grim	ob' ject'
bot' tom	mid' dle	tem' ple	bram' ble
pil' low	hur' rāh	mis' tress	ruf' fle
ram' ble	shin' gle	còm' fort	māl' let
thun' der	sis' ter	spar' kle	sus pect'
rub' ber	rud' der	mor' bid	ab hor'
rob' ber	tit' ter	ac' rid	ab duct'
pār' rot	rus' tic	ad' der	bom' bast
dif' fer	splin' ter	yel' lōw	ab' bot
wil' lōw	rug' ged	tran' quil	bur' den
har' vest	tod' dle	up' start	ab' sent
rip' ple	hub' bub	wrig' gle	can' ker
nār' rōw	squir' rel	tor' rid	ab sorb'
dap' ple	spat' ter	tor' por	ac' cent
ān' gel	stag' ger	top' ple	ac quit'
an' gle	tom' tit	gid' dy	glim' mer

OBSERVE:

a. The second syllable begins with a consonant.

b. The first syllable has the form of a complete, regular Class A root.

LESSON 121.

TWO-PART ROOTS.

FORM ONE. *std.* (Second type)

Certain syllables are used as prefixes. The common prefixes are:

a, ab, ad, ac, af, ag, al, am, an, ante, ap,
ar, as, at, be, bi, by, co, col, com, con,
cor, de, di, dif, dis, e, ec, ef, em, en, ep,
ex, il, im, in, intro, inter, ir, mis, o, ob,
oc, of, op, out, over, per, pro, re, se, sub,
suc, suf, sup, super, sus, sur, to, trans, un,
under.

a. From the above prefixes select those that have the form of a Class A root.

Class A roots are of the form of am, red, prod, etc. If we omit the final consonant there remains a, re, pro, etc., (incomplete Class A roots).

b. From the above prefixes select those that have the form of an incomplete Class A root.

NOTE.—The number of words having the first syllable of the form of one of the above prefixes is very great; you can spell most of them, however, without study.

a las'	en list'	clo' ver	o' men
ab hor'	ex cel'	re fer'	ti' ny
ac cept'	im part'	E' den	ce ment'
ad dict'	in cur'	i' dle	ba' sin
af fect'	mis call'	de light'	ci' der
äl' bum	o mit'	fu' ry	la pel'

am' ber	ob' ject	fa' ble	tri' fle
an' ger	oc cult'	ho' ly	be stir'
ap pall'	of fend'	co' co	pe can'
ar' rant	per' fect	Mi' das	a jar'
as sent'	pre tend'	ca nal'	u surp'
at' las	pro fess'	Bra zil'	ze' ro
be gin'	re buff'	wa' ger	ci' pher
bi' son	se' cret	vi' per	sa' ber
co' balt	sub mit'	sto' ry	fi' ber
col' lect	suf' fer	ta' ble	me' ter
com' bat	sup port'	wa' ry	mi' ter
con fess'	sur pass'	de pend'	a gog'
cor' ner	sus pend'	e' vil	be stow'
de bar'	to' paz	e' qual	be gat'
di rect'	trans' fer	de test'	be get'
dif' fer	un til'	a dopt'	be got'
dis band'	un' der brush	ma' ple	se dan'
e ject'	un bend'	ta' pir	pro ject'
ef fect'	un bind'	ta' pis	di vert'
em bark'	un born'	o pen	a far'

OBSERVE:

a. The second syllable begins with a consonant.

b. A one-part root having a single vowel and ending in s usually ends in ss. Give the exceptions in Lesson 80.

The first syllable of a two-part root ending in s ends in single s; as, mas' ter, pas' tor, etc.

The second syllable of a two-part root ending in s ends in ss; as, dis cuss', im press', re press', etc.

REMEMBER:

a las'	can' vas	u' pas
at' las	cut' las	Christ' mas

c. A one-part root having a single vowel and ending in l usually ends in ll. Give the exceptions in Lesson 80.

The first syllable of a two-part root ending in l ends in single l; as, al though', el' bow, hal' ter, etc.

REMEMBER.—all' spice, ———, ———, ———.

The second syllable of a two-part root ending in l ends in single l; as, ten' dril, re bel', re pel', la pel', etc. Remember these exceptions:

ap pall'	in stall'	num' skull
a toll'	man' drill	o' ver alls
be fall'	fore stall'	pit' fall
en thrall'	fore tell'	qua drille'
in thrall'	mis call'	re call'

SUGGESTION:

It will pay to remember these words. There are two hundred ending in single l. There are a few words ending in single l in which ll is also an approved spelling; as, dis til', ful fil'.

LESSON 122.

TWO-PART ROOTS.

FORM ONE. *std.* (Third type)

You remember that k, v, w, and x are not repeated before a vowel suffix. When, then, the first syllable of a two-part root ends in k, v, w, or

x we should expect the second syllable to be spelled as it sounds; we should expect the second syllable to begin with a vowel usually.

ax' is	ew' er	lev' el	row' el
bev' el	ex act'	lev' er	row' en
bev' y	ex alt'	lev' y	Sax' on
bow' el	ex empt'	liv' id	shek' el
bow' er	ex ert'	low' er	shriv' el
bux' om	ex hort'	max' im	sliv' er
cav' il	ex ist'	nev' er	sev' en
civ' et	ex' it *	nov' el	sev' er
civ' ic	ex ult'	ov' en	sew' er
civ' il	flow' er	piv' ot	shiv' er
clev' er	gav' el	plöv' er	slöv' en
cöv' er	glow' er	pow' er	stew' ard
cöv' ert	göv' ern	priv' y	swiv' el
cöv' et	grav' el	prov' erb	show' er
cow' ard	grov' el	quiv' er	shöv' y
cow' er	hav' oc	rav' el	slav' er
crew' el	höv' el	rav' ish	spav' in
dev' il	höv' er	rav' el	tav' ern
dow' er	jew' el	riv' er	tow' el
driv' el	lav' ish	riv' et	tow' er
	vow' el	vix' en	viv' id
chow' der	ex cel'	ex pand'	ex' tant
cox' cömþ	ex cept'	ex pect'	ex tent'
dex' ter	ex cess'	ex pend'	scraw' ny

* It is so difficult to pronounce x before a vowel sound that before a vowel x is usually given the sound of gz; as, ex act' (egz act',) etc. There are a few words in which the sound of x is still retained before a vowel; as, ex' ile, ex hi bi' tion, etc.

LESSON 123.

TWO-PART ROOTS.

FORM ONE. *std.* (Fourth type)

You remember that a Class B root takes on any syllable without change. When, then, the first syllable of a two-part root has the form of a Class B root we should expect the second syllable to be spelled as it sounds; we should expect the second syllable to begin with a vowel usually.

aft' er	down' y	raft' er	with' er
badg' er	fath' om	ratch' et	wick' ed
bick' er	graph' ic	reck' on	wick' et
bish' op	hash' ish	rick' ets	wick' er
brack' et	hatch' et	rock' et	trench' ant
brack' ish	latch' et	rust' y	smoth' er
broth' er	ledg' er	shrunk' en	snick' er
buck' et	lock' er	stand' ard	strick' en
catch' up	lock' et	stock' y	clink' er
chick' en	neph' ew	tank' ard	satch' el
crick' et	oth' er	thith' er	zith' er
crotch' et	palm' y	thresh' old	
crust' y	pick' et	till' er	buck' le
cuck' oo	pitch' er	trans' it	ches' nut
cudg' el	rack' et	whisk' er	Chris' mas

Form One, in its four types, includes thousands of words.

LESSON 124.

TWO-PART ROOTS.

FORM TWO. (Irregular)

a. German method. *b.* Pronounce the second syllable, then the word; as, in, rob' in; it, hab' it; il, per' il, etc. *c.* At dictation, pupils write the second syllable only.

ac' id	că' om	dam' ask	in ert'
an' y (en)	chap' el	deb' it	lar' ynx (i)
Ăr' ab	eħem' ist	dig' it	Lat' in
ă' id	cher' ish	dôz' en	leg' end
at' om	cher' ub	drag' on	lem' on
bab oon'	eħol' er	drag oon	lim' it
ban' ish	cit' y	duc' at	lil' y
băr' on	clam' or	ed' it	lin' en
big' ot	clăr' et	ep' ic	liz' ard
blem' ish	cler' ic	fac' et	log' ic
Brit' ish	cloş' et	fag' ot	lyr' ic
Brit' on	chiş' el	fel' on	mad' am
boş' om	col' ic	fet' id	mag' ic
bus' y (biz)	còl' or	fin' ish	mat' in
busi' ness (biz)	col' umŋ	flag' on	med' al
bur' y	com' et	flor' id	mel' on
cab' in	com' ic	for' est	mer' it
cam' el	cop' y	frig' id	min' im
can' on	cor' al	her' ald	mod' el
căr' at	cred' it	hab' it	mod' ern
căr' ol	crit' ic	ħon' or	mod' est

mon' ad	prim' er	sa m' on	tă l' on
mon' arch	prî g' on	sat' in	tă r' iff
mor' al	prod' uct	Sat' urn	ten' ant
pan' el	prof' it	sat' yr	ten' et
pan' ic	pun' ish	schol' ar	ten' on
pâr' ent	rab' id	sec' ond	ten' or
păr' ish	rad' ish	sep' al	tim' id
ped' al	rap' id	sir' up	ton' ic
ped' ant	reb' el	sol' em	trep' id
per' il	rec' ord	sol' id	vap' id
per' ish	rel' ic	spig' ot	ven' om
pet' al	rel' ish	stat' ic	vig' il
pet' it	reş' in	stom' ac	vig' or
pit' y	rib' ald	stud' y	wă g' on
plac' id	rig' id	sub' urb	wom' an
plan' et	rig' or	sug' ar	syn' od
plat' en	rob' in	tep' id	vic' ar
pol' ish	roş' in	tac' it	ver' y
pot' ash	sal' ad	tă l' ent	vom' it

Words ending in ow belong to Form One.
std

wal' low	ar' row	bil' low	fol' low
win' dow	shal' low	tal' low	har' row
el' bow	sor' row	bar' row	hol' low
etc.	etc.	etc.	etc.

REMEMBER:

me| d' ow shad' ow wid' ow

LESSON 125.

NOTE.—There are about 160 words of Form One that are difficult to spell; some have an obscure vowel, some a silent letter; in others the std. letter is not used to represent the sound, in others the letters are so arranged that they spell nothing, in others s occurs before e or i. All of these difficult words are grouped under three lessons.

a. Pronounce. *b.* Pronounce, and tell why the word is listed. *c.* German method. *d.* Pronounce and give synonymous meaning rapidly. *e.* Spell.

ab' scess	cam' phor	ci' pher	cro chef'
ab' scind'	can' dor	ci' cle	cro quef'
a byss'	can' yon	clas' sic	crys' tal
a' cre	car' nal	clum' sy	cuck' oo
a ghast'	cas' tle	col' lar	cur' few
an' swer	ca tar' h'	com' fort	cur' rant
as' phalt	cel' lar	con dem' n'	cur' rent
bur' glar	cen' sor	con dign'	de bri' s'
bus' tle	chi' gnon	con sign'	de sign'
ca bal'	(she' nyon)	con sist'	di' graph
ca' ble	cho' ral	con tem' p'	dol' lar
ca fe'	chris' ten	cor ral'	dol' phin
ca' liph	Chris' mas	crack' le	ex hort'
cam' bric	chuck' le	crin' kle	fab' ric

Point out the Class D syllables and the Form Two words in Lessons 125, 126, and 127.

LESSON 126.

fa' kir	huş şar'	lan' guid	mor' tar
fa' tal	hus' f̃le	lan' guish	mo' tor
fi' nal	hy' phen	lan' g̃lor	mu' ral
fiş' cal	i' dle	lar' ỹnx (i)	mu' şic
flac' cid	i' dol	law' yer	muş' lin
fos' sil	i' dyl	lin' gual	mus' sel
freck' le	in diçt'	lin' guist	mus' cle
gam' ble	isth' mus	lo' cal	mus' tard
gam' bol	kn̄ap' sack	lo' cust	n̄aph' tha
gh̄ast' ly	kn̄uck' le	lu' cid	na' şal
go' pher	la' bor	ma lign'	na' tal
gram' mar	lac' ç̄yer	mar' tyr	nec' tar
ham' mock	lā' ger	mer' chant	nor' mal
hos' f̃ler	lan' cet	mo' lar	o' eher

LESSON 127.

o' dor	pol' ka	sa' ehem	tas' sel
o' gre	pol' yp (i)	sa' cred	pī' quant
ōn' ly	pre' cinct	sanc' tion	t̃h̄a' ler
o' ral	pret' ty (i)	san' dal	ther' mal
or' phan	Ps̄al' ter	San' skrit	the' sis
o' val	ps̄y' ehic	Sa' tan	this' f̃le
pam' phlet	pump' kin	Sax' on	thith' er
par' lor	qūad' rant	scan' dal	tick' le
pas' tor	ran' kle	scep' ter	tin' sel
pen' guin	ra' zor	sī' phon	traf' fic
pin' cers	r̃hu' barb	spin' ach (j)	tres' f̃le
pis' til	ru' mor	squir' rel	tro' che
pis' tol	ru' ral	sten' cil	ves' sel
plu' ral	rus' f̃le	sub' f̃l̃̄ (sut)	van' dal

LESSON 128.**RULE OF S.**

c before e and i has the sound of s. p. std.

z before e has its standard sound.

s before e and i varies; its sound is unreliable.

From this time on you should obey the Rule of S.

RULE.—Visualize all words having se or si.

INFERENCE.—Give little attention to words considered standard.

ILLUSTRATION:

1.	2.	3.
cede	freeze	base
ceil'ing	blaze	chase
cel'ery	doze	close (s, ʒ)
cell	braze	dose
ci gar'	gaze	fuze
ex cel'	glaze	horse
ex'cel lence	graze	ease
par'cel	maze	mouse
crev'ice	raze	raise
cir'cus	prize	rise (s, ʒ)
in'no cent	breeze	sense
ce ment'	au'thor ize	ad'ver tiŝe

Consider words of the forms of those in columns 1 and 2 standard spellings; they will need but little attention. Words of the form of those in column 3 need special attention.

LESSON 129.**VISUALIZATION.**

When we see, hear, feel, smell, or taste a thing, we form some notion of it. When we have seen, heard, felt, smelled, or tasted an object so often and so carefully that we can recall it to mind whenever we choose, we know it.

When we recall to mind (see in fancy) a known thing, we are said to visualize it. The careful study of a thing for the purpose of recalling it to mind is, also, called visualizing.

All senses aid in visualizing the meanings of words. Pronunciation is chiefly visualized by the ear. Spelling is visualized by the ear assisted by the eye.

In learning to spell, a trained ear makes use of the eye in a peculiar way.

To the eye a word has a certain form—eye-form.

To the ear a word has a certain sound—ear-form.

An irregular word has a certain form—a spelling-form.

In illustrating, a dash is used to represent each syllable that needs no attention.

ILLUSTRATION:

<i>eye-form</i>	<i>ear-form</i>	<i>spelling-form</i>
pretty	prit' ty	e -
women	wim' en	o -
monkey	mun' ky	o ey
separate	sep' a rate	- a -
chestnut	ches' nut	chest -
raspberry	raʒ' berry	rasp - -
Missouri	Mis soo' ry	- ou ri
Connecticut	Con net' i cut	- nect - -
eleemosynary	el' e e mos' i na ry	- - - - y - -

Study the above illustration.

To you, who have trained ears, the spelling-form is quite simple.

When your teacher asks you to study words taken from reader, geography, or grammar look at them; they may need no attention; in any case, they will now need but little attention.

SUGGESTION.—The habit of looking at words may be formed by allowing the pupils, in oral work, to spell only the difficult parts of a word.

LESSON 130.**RHYTHMIC GROUPS.**oo.

bloom	drool	moose	snooze
boom	droop	moot	soon
boon	food	noon	sooth
boor	fool	noose	soothe
boost	gloom	ooze	spook
boot	goose	pooh	spool
booth	groom	pool	spoon
booze	groove	poor	stool
brood	hoof	proof	stoop
broom	hoop	rood	swoon
choose	hoot	room	swoop
coo	loom	roost	too
cool	loon	root	tool
coon	loose	school	toot
coop	loot	schooner	tooth
coot	mood	scoop	troop
croon	moon	shoot	woo
doom	moor	smooth	woof

Select two words in the above list that change oo to ee in forming the plural. How would you form the plural of the remaining nouns?

std. Drop final e before a vowel suffix, retain final e before a consonant suffix. Exceptions, see Lessons 165-7, 186.

Words having two vowels and ending in a single consonant, take on a suffix as Class B, not as Class A. How?

a. Form derivatives. Repeat this exercise frequently.

LESSON 131.

o = oo.

do	whose	shoer	tomb
to	shoe	lose	soup
two	shoeing	loser	tour
who	shoeless	losing	womb
whom	shoemaker	losings	group

u after r = u = oo often.

bru'in	cru'et	prune	truce
bruiſe	cruise	rude	true
bruit	drupe	rue	truth
crude	fruit	rule	(sure)
cru'el	prude	ruſe	(sure ly)

Do any of the above derivatives conflict with the general standard?

LESSON 132.

oo.

book	hood	shook	crook
brook	hook	stood	good
cook	look	wood	rook
foot	nook	soot	took
			wool

o = oo

u = oo

u = oo

could

bull

push

should

full

puſs

would

pull

put

wolf

bush

sugar (shug)

LESSON 133.

ITALIAN A.

a before r = ä = Italian a. p. std.

ar' bor	charm	harp	scarp
arch	chart	harsh	sharp
art	carp	marsh	snarl
arm	dark	mar	smart
bar	darn	mark	spark
bard	dart	marl	star
barb	far	March	starch
bark	far ther	mart	start
barn	gar den	par	tar
car	gar ter	parch	tart
card	hard	park	yard
cart	harm	part	yarn

a. Form derivatives.

LESSON 134.

a before silent l = ä. p. std.

almş	calm	psalm	alm' ond
balm	half	salve	
calf	palm		

a in front of silent u before n = ä. p. std.

aunt	flaunt	haunt	taunt
craunch	jaun dice	launch	
daunt	jaunt	saun ter	

LESSON 135.

MODIFIED ITALIAN A.

à is produced by exploding voice, the vocal organs being in position for â.

Pronounce repeatedly. a = à.

advance	cask	glance	pant
after	cast	grasp	pass
ask	chaff	grass	path*
bask	chance	draught	prance
basket	chant	lance	raft
bath	craft	lass	shaft
blanch	draft	last	staff
branch	dance	mask	
brass	aghast	mass	

LESSON 136.

BROAD O.

o before r = ô. p. std.

born	for	lord	snort
cord	fork	morn	stork
cork	form	north	storm
corn	gorge	or	thorn
corpse	horn	scorn	tort
adorn	horse	short	

* Webster.

GERMAN METHOD.

o = ô	ö = u	o = ô
bought	rough (f)	though
brought	rough (f)	dough
cough (f)	rough (f)	fur' rough
foight	enough (f)	al though
ought	touch	
sought	trouble	hic' cough (up)
thoight	southern	
wrought		
trough (f)		

LESSON 137.

a before ll, lk, lt, ul = ă = ô. p. std.

all	balk	fault
ball	stalk	haul
call	chalk	Paul
fall	talk	Saul
gall	walk	vault
hall	halt	
mall	malt	
tall	salt	
small		
stall		
pall		
wall		

GERMAN METHOD.

a before silent ugh = ă = ô. p. std.

aught	naught	daugh ter
caught	taught	slaugh ter
fraught		

LESSON 138.

a before w = a = ô. p. std.

awl	draw	hawser	saw
bawl	drawl	law	shawl
caw	fawn	lawn	øshaw
claw	flaw	paw	
craw	hawk	pawn	
brawl	hawse	raw	

a between w and r = a = ô, generally.

war	warm	warp
ward	warn	wart

LESSON 139.

FLAT A.

This sound = the blending of a and a = â.

Pronounce repeatedly. a before ir and re = â.

air	blare	rare
chair	care	pare
fair	dare	scare
hair	fare	scarce
pair	glare	snare
stair	hare	ware
lair	mare	stare

All of the above words conflict with Law 3.

In all work with Rhythmic Groups. the teacher should follow the directions of Lesson 119.

LESSON 140.

FLAT A.

e before ar, ir, re = ê = â. p. std.

bear	heir	ere
pear	their	there
swear		where
tear		
wear		

All of the above words violate Law 3.

LESSON 141.

a after w = ă = o, generally.

wad	was	watch
wan	wash	what
wand	wasp	swan

Pronounce the following sounds, and write three words illustrating each.

a ā â ä å æ

LESSON 142.

ei

e before i = ē = ā. p. std.

eight	prey	skein
deign	wh ^{ey}	sleigh
freight	reign	weigh
grey	s ^{ei} ne or	vein
neigh	s ^{ei} ne	in veigh'
neigh' bor		

The above words violate Law 3.

LESSON 143.

ei

e before i, after c = ē. std.

RIME:

Write e before i when you wish the sound e.

Write e before i after c alway.

ceil	conceive'	perceive'
ceiling	deceit'	receipt'
conceit'	deceive'	receive'
		fin an <i>cier'</i>

Financier excepted, all the above words conform to Law 3.

LESSON 144.

EXCEPTIONS.

LEARN:

e { heif' er
non pa reil'

i { height
sleight
ka lei' do scope

ē { ei' ther
nei' ther
lei' sure
invei' gle
seize
weird

i { coun' ter feit
sur' feit
for' eign
sov' er eign
mul' lein
for' feit

Pronounce the following sounds, and write words illustrating each.

e ē e ê er

LESSON 145.

ie.

When do you write e before i?

i before e = \bar{i} = \bar{e} . p. std.

Books open, pronounce, spell in concert.

a chieve'	chief	grieve	niece
be lieve'	field	fief	tierce
be lief'	fiend	lief.	tier
bier	fierce	liege	wield
brief	fron tier'	lien	yield
bre vier'	grief	mien	

LEARN:

ker' chief mis' chief fr/ end
 hand' ker chief si/ ve

Pronounce the following sounds, and write words illustrating each:—i ī ï ir

LESSON 146.

o = ô = u.

come	glove	some	tongue
does	love	son	touch
done	month	shove	blood
doth	none	sponge	one (wun)
dove	nothing	ton	once (wuns)

o between w and r = ô = neutral u. p. std.

whorl	worm	wor' ship	nour' ish
word	worse	wors' ted	flour' ish
world	worst	wort	scourge
work	worth		

Exceptions: wore, worn, —, —, —.

LESSON 147.

Pronounce the following sounds, and write words illustrating each:

o ō ɔ ɒ ô ò õ

Pronounce the following sounds, and write words illustrating each:

u ū ʊ ʘ ur

LESSON 148.

Give the three laws of long vowels. Do those laws include these words?

o = ō.

troll	cold	troth	ford	bow
mold	gold	trou	fort	blow
most	hold	tow	forth	crow
old	scold	both	gross	flow
poll	sold	colt	bowl	grow
pork	told	dolt	glow	low
roll	com ph	jolt	own	mow
scroll	sloth	molt	show	row
droll	toll	porch	sy w ord	sow
folk	bold	port	throw	slow
bolt	host	post	growth	snow
fold	volt	yo l k	jowl	stow

The words of the fifth column belong to Class

A. Is w ever repeated before a vowel suffix?

Write derivatives of the words in the fifth column.

, LESSON 149.

Give the three laws of long vowels. Do those laws include these words?

i before silent gh = ī.

blight	light	plight
fight	night	right
flight	might	sight
fright	mighty	thigh
high	nigh	tight
hight	knight	wright

LESSON 150.

ew.

ew = ū. std.

blew	hew	slew
clew	Jew	sew'er
dew	new	sew'age
ewe	mew	spew
few	pew	stew
flew	skew'er	

ew after r = oo. p. std.

brew	grew	shrewd
crew	screw	shrew
drew	strew	

REMEMBER: sew (sō).

LESSON 151.

ou.

This sound closely resembles the blending of *ā* and *ōō*.

blouse	drought	hound	mouth	shout
bounce	drouth	hour	noun	south
bound	flour	house (s, s)	pout	spouse
bout	foul	jounce	proud	trounce
cloud	found	loud	round	trout
crouch	frounce	lounge	rouse	pounce
doubt	gout	mound	rout	pouch
douse	ground	mount	scour	pound

LESSON 152.

The ou sound is also represented by ow.

bow	cower	how	scow
chowchow	dower	mow	shower
chowder	dowry	prow	trowel
coward	endowment	power	vow
cowherd	flower	plow	vowel
cowl	growl	owl	
fowl	howl	prowl	scowl
brown	down	frown	(crowd)
clown	drown	town	(drowse)

Notice that syllables having ow end in ow, l, or n.

Notice that syllables having ou do not so end. Remember *crowd* and *drowse*; in ending they belong to the ou group. Remember noun and foul; in ending they belong to the ow group.

LESSON 153.

oi equals the blending of ô and i.

boil	coin	moist	quoit
broil	hoist	noise	spoil
choice	join	oil	toil

The oi sound when final in a syllable is usually represented by oy; as,

boy	joy	enjoyment	toy
cloy	joyful	loyal	royal
coy	joyous	loyalty	royalty

REMEMBER:

oys ter	doi ly	goi ter	rec on noi'ter
loi ter			

LESSON 154.

b after m, silent.

bomb	climbing	lamb	plumbing
benumb	crumb	numb	thumb
comb	dumb	plumb	tomb
climb	jamb	plumber	

LESSON 155.

g before n, silent.

gnarl	gnat	gneiss	gnu
gnash	gnaw		

k before n, silent.

knack	kneel	knit	know
knap	knell	knob	knowledge
knave	knelt	knoll	known
knead	knife	knock	knuckle
knee	knight	knot	knurl

LESSON 156.

w before r, silent.

wrangle	wreck	wright	wrong
wrap	wren	wring	wroth
wrastle	wrench	wrinkle	wrought
wrath	wrest	wrist	wrung
wreak	wrestle	writ	wry
wreath	wretch	write	
wreathe	wriggle	writhe	

LESSON 157.

u after g, silent. g = ġ.

guar an tee'	guer ril'la	guild	gui tar'
guard	guess	guile	guy
guard' i an	guest	guil' lo tīne	guise
Guern' sey	guide	guin ea	
vague	morgue	league	pro rogue'
plague	brogue	fa tigue'	
vogue	tongue	in trigue'	
rogue	fugue	ha rangue	

u after q, silent.

pique	casque	u nique'	bur lesque'
barque	cinque	an tique'	gro tesque'
basque	sacque	ob lique'	
brusque	marque	o paque'	

LESSON 158.

t, before ia, ie, io, after an accented syllable = sh.

par' tial	pa' tient	pro pi' tious
in i' ti ate	quo' tient	nu tri' tious

s, before io, after an accented syllable = sh.

ex cur' sion	con fes' sion	de clen' sion
com mis' sion	in ver' sion	con ces' sion

c, before ie, io, ia, after an accented syllable = sh.

an' cient	pre' cious	as so' ci ate
lus' cious	con' scious	e nun' ci ate

Final y preceded by a vowel is retained in the plural and before a suffix; as,

boy	... boys	... boyhood	... boyish
spray	... sprays	... sprayer	... spraying

Final y preceded by a consonant becomes i in the plural, and before a suffix not beginning with i; as,

study	... studies	... studious	... studiously
vary	... various	... variable	... variety

REMEMBER:

shy	... shyer, shyest, shyly, shyness
sly	... slyer, slyest, slyly, slyness
dry	... dryly, dryness

REMEMBER:

baby... babyhood	bounty... bounteous
lady... ladyship	beauty... beauteous
pity... piteous	plenty... plenteous
duty... duteous	

LESSON 159.

PRONUNCIATION.

In order to pronounce a word at sight, one must know the standard sound of each letter, and the special sound that a letter may take in a special position.

ILLUSTRATION:

1. a = \bar{a} , — — —

2. a = $\underset{.}{a}$, — — — — — — —

Three dashes indicate that there are three positions where the vowel a should be long; viz., as a word, as a final vowel in an accented syllable having but one vowel, as the first of two vowels in the same syllable.

Seven dashes indicate that there are seven positions where the vowel a should have the sound of $\underset{.}{a}$; viz., before ll, lk, lt, ul, ugh, w, and between w and r.

Study the laws of long vowels, study the Rhythmic Groups, tell the meanings of these dashes:

a = a,

a = \bar{a} , — — —

a = \hat{a} , — — —

a = \dot{a} , in a special list of words; as, —, —, and when final in such words as, al'ge brà, Ne vâ'dà.

a = $\underset{.}{a}$, — — — — — — —

a = $\underset{.}{a}$, —

a = \hat{a} , — —

a = \dot{a} , in an unaccented syllable, where if accented it would be long.

LESSON 160.**REVIEW OF E.**

e = e,

e = ē, — — — —

e = e, — —

e = ê, — — —

REVIEW OF I.

i = i,

i = ī, — — — —

i = i, —**LESSON 161.****REVIEW OF O.**

o = o,

o = ō, —

o = ô, —

o = o, — — — —

o = o, — —

o = ô, —

o = ō, —

REVIEW OF U.

u = u,

u = ū, — — —

u = u, —

u = u, —

LESSON 162.

c = k, std.

c before e and i = s, p. std. In these exercises c will not be marked, unless its sound conflicts with the p. std.

g = ġ, std.

g before e and i = j, p. std. In these exercises, g will not be marked unless its sound conflicts with the p. std. as in ġet.

Account for the vowel sounds in these words:

age

bench

bri' dle

a cross'

be tween

care

ap' ple tart

broke

cot' tage

LESSON 163

CLASS C.

Class C includes all words having a single vowel followed by one or two consonants and silent e.

a. These word-lists are in no sense spelling lessons. For spelling purposes, Class C words are rearranged.

b. Study with the pupils, and assist them in selecting a synonymous meaning for each word listed.

c. Pronounce and give meaning at a rapid rate.

ace	bate	brace	cage
ae h e	bathe	brake	cake
ale	bide	brave	came
age	bile	braze	cane
ape	bite	breve	cape
are	bine	bribe	care
awe	blade	bride	cave
băd ç	blame	bridge	carve
badge	blare	brine	case
bake	blaze	brogue	casque
bale	blithe	broke	cede
bane	bode	bronze	cere
bare	bole	brusque	chafe
barque	bone	brute	chance
base	bōre	budge	chase

LESSON 164.

CLASS C.

choke	cote	dike	dunce
chyle	cove	dime	dupe
change	crane	dine	dyne
charge	crape	dire	edge
chaste	crate	dirge	eke
chide	crave	dive	el s
chime	craze	dodge	ere
chōre	crime	dole	eve
cho s e	crude	dome	face
chute	cube	dōne	fade
cinque	cure	dope	fake
cite	cur s	dose	false
clime	curv e	dote	fame
close (s, s)	cute	dōve	fane
clothe	cyme	doze	farce
clove	dale	drake	fare
coke	dame	drape	fate
cole	Dane	dredge	fence
cōme	dance	drive	f e te
cone	dare	drone	fife
cope	date	drove	file
cops e	daze	drudge	fine
cōre	delv e	drupe	fire
corps e	dens e	dude	five
cors e	dice	duke	fl a ke

LESSON 165.

CLASS C.

What is a Class A root? How do Class A roots take on a consonant suffix? How do we add a vowel suffix to a Class A root? What letters are not repeated before a vowel suffix? What is a Class B root? How do Class B roots take on suffixes?

Class C roots retain final e when taking on a consonant suffix. std. Exceptions:

whole...wholly	nurse...nursling
wise ...wisdom	awe ...awful, awfully

Class C roots drop final e before a vowel suffix. std. Exceptions:

mile ...mileage	singe...singeing
swinge...swingeing	tinge...tingeing

Words ending in ce and ge retain e before able.

Words ending in ge retain e before ous.

peace	} able	charge	} able	courage	} ous
trace		damage		outrage	
service		manage		advantage	
entice		marriage			
notice		voyage			

The ending dge drops e before all suffixes; as, judge...judgment, judged, judging.

BUILDING DERIVATIVES, MODEL.

c. s.—ful, less, ling, ly, ment, ness.

v. s.—ed, er, ing, ish, y.

awe . . . { awful, awfully
 { awed

bale . . . { baleful, balefully
 { baled, baling

base . . . { baseless, basely, basement, (baseman)
 { based, basing, (basis)

blame . . { blameful, (blamefully, blamefulness)
 { blameless, (blamelessness, blameworthy)
 { blamed, blaming

Begin with Lesson 163 and form derivatives of the words in sequence. Build only words that you know.

NOTE.—Some of the words in parenthesis show that the endings may be compounded; some show that less common endings are at times used; baseman and blame-worthy may be regarded as compound words.

flame	fōre	fudge	gaze
flange	forge	fuḡue	givē
flare	fōrte	fume	glade
fledge	frame	fuḡe	glance
flute	fringe	gāpe	glare
fōrce	froze	gate	glaze

LESSON 166.

CLASS C.

glide	hence	kine	lōre
glimpse	helv æ	kite	lo o se
globe	here	lake	lōve
glōve	hide	lame	lunge
gōne	hinge	lane	lure
gōre	hire	lance	lute
grade	hive	lapse	lyre
grange	home	large	mace
grape	hone	late	made
grate	hope	lathe	make
grave	horse	lave	male
graze	ho o se	ledge	mane
grebe	huge	lice	mānge
gripe	ice	life	marque
grope	ire	like	mate
grudge	i l le	lime	maze
hale	jade	line	mere
halve	jibe	lithe	merge
hare	joke	live	mete
haste	Jove	lobe	mice
hate	judge	lode	mile
haze	June	lone	mince
hedge	jute	lope	mine

LESSON 167.

CLASS C.

Words of all classes take on a consonant suffix without change in the root. std.

Give the four roots of Class C that violate this standard; also, name the three-letter ending that drops e before all suffixes. (There are more than twenty words of Class C having the dge ending.)

Class C words drop final e before a vowel suffix. std. Name one Class C word that does not drop e before age; name three words of Class C that do not drop e before ing; name two two-letter endings that retain e before able; name one two-letter ending that retains e before ous.

mire	mōve	niche	nudge
mite	muŕe	nine	nurse
mode	mute	node	ode
mole	name	nōnce	one
mope	nape	Norse	once
mōre	nave	noŕe	ōre
morgue	nerve	note	owe
mote	nice	nude	pace

LESSON 168.

CLASS C.

page	pole	race	rule
pale	pope	rage	ruŕe
pane	pōre	rake	safe
parse	poŕe	range	sake
paste	price	rare	sale
pave	pride	rate	sālvē
pence	prime	raze	same
'phone*	prince	rice	sane
phraŕe	prize	ride	save
pike	probe	rife	scale
pile	proŕe	rime	scape
pine	prove	rine	scârce
pipe	prude	rinsē	scathe
pīque	prune	ripe	scene
place	pure	rite	scheme
plague	purge	robe	scope
plane	purse	rode	scōre
plaque	quake	role	scrape
plate	quince	rope	scribe
pledge	quire	rogue	scythe
plume	quite	roŕe	sedge
plunge	quote	rove	sensē

*This contraction must soon become a standard word.

LESSON 169.

CLASS C.

sere	skate	spile	strove
serge	slave	spine	style
serve	sledge	spire	sure (sh)
shade	slice	spite	surge
shake	slide	spoke	swale
shale	slime	spōnge	swerve
shame	slope	spōre	swine
shape	smile	stake	swinge
share	smite	stale	take
shave	smoke	stare	tale
shelv e	smote	starve	tame
shine	smudge	state	tape
shire	snake	stave	tare
shone	snare	stile	taste
shōre	snipe	stoke	tens e
shov e	snōre	stole	theme
shrike	sole	stone	there
shrine	sōme	stove	thine
shrive	sōre	stride	tho s e
side	spade	strife	thrive
since	spake	strike	throne
singe	spare	stripe	throve
sire	sparse	strive	thyme
site	spice	strode	tide
size	spike	stroke	tile

LESSON 170.**CLASS C.**

time	twelv e	wage	wide
tinge	twice	wake	wife
tire	twine	wale	wile
tithe	type	wane	wine
tone	use	ware	wipe
tōngue	vague	waste	wire
tōre	vale	wave	wi s e
trace	valve	wedge	woke
trade	vane	were	wōre
tribe	verge	whale	wove
tripe	vers e	whence	writhe
trite	vice	where	write
truce	vile	while	wrote
trudge	vise	whine	yoke
tube	vogue	white	yōre
tulle	vote	whole	yule
tune	wade	whōse	zone

LESSON 171.**CLASS C.**

Select all Class C words having standard er, ir, or ur; complete the following list and remember the words.

merge	dirge	curse
etc.	etc.	etc.

LESSON 172.**CLASS C.**

Select all Class C words having se equal to s; complete the following list and remember the words.

base	else	purse
etc.	etc.	etc.

LESSON 173.**CLASS C.**

Select all Class C words having se equal to z; complete the following list and remember the words.

chose	pose	use
etc.	etc.	etc.

LESSON 174.**CLASS C.**

Select all Class C words ending in gue and que; complete the following list and remember the words.

plague	barque
etc.	etc.

LESSON 175.**CLASS C.**

Select all Class C words ending in dge; complete the following list and remember the words.

badge	fudge	nudge
etc.	etc.	etc.

Why are the following words difficult to spell?

al lege'	ob ligid'	priv' i lege
col' lege	prej' u dice	sac' ri lege

LESSON 176.**CLASS C.**

Select all Class C words, not included in the former selections, having two consonants between the vowels. Notice that in nearly all of these, the first vowel has the short sound. Give Law 3:

LESSON 177.**CLASS C.**

Learn these difficult words:

ache	gape	once	thyme
awe	isle	'phone	tulle
bade	ewe	scene	type
chyle	lose	scythe	writhe
chute	knife	style	write
dyne	one	sure	wrote

LESSON 178.**CLASS C.**

As the teacher dictates, write plurals of Class C words at the rate of twenty-five per minute.

NOTE.—A few Class C words drop *fe* and take on *ves* in forming the plural; as, *knife*, *life*, *wife*; other words form the plural in the standard way. How?

LESSON 179.**CLASS C.**

- a.* As the teacher dictates roots, write plurals.
- b.* Tell how derivatives of Class A, Class B, or Class C are formed. Give the exceptions.

LESSON 180.

TWO-PART ROOTS.

Review Lessons 120, 122, 123. Describe fully a two-part root of Form One.

The second syllable of a two-part root may belong to Class C.

a. German Method. *b.* Pronounce and give synonymous meaning, rapidly. *c.* Point out all syllables that differ in spelling from a Class C root having the same sound; as, disperse (purse). Such words are not numerous.

Form One. (There are many words of this form.)

duc' tile	fre' quence	con' clave
rep' tile	com' merce	sub lime'
ter' race	ser' vice	fil' trate
of' fice	di' vorce'	na' tive
si' lence	bro cade'	ca' nine
pin' nace	ar cade'	frus' trate
es' sence	rum' mage	fes' tive
fur' nace	cas cade'	pen' sive
sen' tence	re gale'	pas' sive
fer' tile	bri gade'	pas' ture
se' quence	em pale'	cul' ture
hos' tile	ga zette'	mem' brane
cor' nice	pa rade'	mun' dane
fu' tile	co quette'	ven' ture

LESSON 181.

TWO-PART ROOTS.

a. German Method.

b. Pronounce correctly.

c. Pronounce the last syllable first, then the word; as, āge, forage; ūce, prod'uce; etc.*

Form Two. (irregular)

(There are but few words of this form.)

ad' age	syr' inge	pres' ence
fig' ure	trib' une	sched' ule
man' age	trib' ute	chal' ice
for' age	vol' ume	an' ise
men' ace	ag' ile	gran' ite
min' ute	az' ure	stat' ute
hom' age	bal' ance	ol' ive
im' age	dam' age	fer' ule
in ure'	dec' ade	leg' ume
pal' ace	del' uge	mal' ice
pal' ate	dis use'	per uke'
pref' ace	doc' ile	pum' ice
prel' ate	ag' ate	frig' ate
prod' uce	stat' ure	lig' ule
prom' ise	at ōne'	mis' use
sat' ire	ref' uge	pom' ace
stip' ule	sol' ace	rap' ine

* The first vowel of the second syllable is long by rule, obscure by accent.

The following prefixes are used with a syllable that sounds like seed:

ac, ante, con, inter, pre, re, retro, se;
ex, pro, suc;
super.

REMEMBER.—super sede;

ex, pro, suc ceed;
all others cede.

FORM ONE. For the teacher's use.

a base'	ad vance'	a skance'	be side'
a bate'	ad vise'	as pire'	be stride'
a bide'	a flame'	as sume'	be take'
a blaze'	a face'	as sure'	be tide'
a bode'	a fore'	a stride'	be times'
a bove'	al' cove	as tute'	bond' age
ab rade'	a like'	ath' lete	bo' vine
a bridge'	a live'	at tire'	brim' stone
ab' sence	al' lege'	at tune'	bro cade'
ab solve'	all' spice	a venge'	bro chure'
ab struse'	al lude'	a verse'	bru nette'
a buse'	al lure'	a wake'	buck' eye
ac cede'	a lone'	bag' gage	bur lesque'
ac cuse'	a maze'	band' age	busi' ness
ac quire'	a pace'	be chance'	cab' bage
ad duce'	ap prize'	be come'	ca' dence
ad here'	ap prove'	be fore'	cap size'
ad judge'	ar' chive	be gone'	cap' tive
ad jure'	a rise'	be grudge'	cap' ture
ad mire'	ar range'	be have'	car' nage
a dore'	ar rive'	be like'	car' tridge

FORM ONE. For the teacher's use.

cas cade'	con nate'	de cide'	de vice'
cath' ode	con nive'	de clare'	de vise'
cen' sure	con serve'	de cline'	de volve'
chal' lenge	con sole'	de duce'	de vote'
chas tise'	con sume'	de face'	dic' tate
che mise'	con' trite	de fame'	dif fuse'
cli' mate	con trive'	de fense'	di late'
clo' sure	con tuse'	de file'	di lute'
co erce'	con vene'	de fine	dis burse'
cog' nate	con verge'	de grade	dis charge'
com plete'	con verse'	de lude'	dis crete'
com prise'	con voke'	de mise'	dis like'
com pute'	con vulse'	de mure'	dis pense'
com' rade	cop' pice	de note'	dis perse'
con' cave	cor' date	de plete'	dis place'
con cise'	cor rode'	de plore'	dis pose'
con' clave	cor' sage	de pose'	dis prove'
con clude'	cot' tage	de prave'	dis pute'
con' crete	cre' mate	de prive'	dis robe'
con dense'	cre' ole	de pute'	dis solve'
con dole'	crev asse	de range'	dis' tance
con done'	crev' ice	de ride'	dis taste'
con duce'	crib' bage	de rive'	di verge'
con fide'	cross' wise	de scribe'	di vide'
con fine'	cru sade'	de sire'	di vine'
con fuse'	curb' stone	des' tine	di vorce'
con' jure	cy' clone	de throne'	di vulge'

FORM ONE. For the teacher's use.

doc' trine	en trance'	gar' bage	in clude'
do' nate	en' trance	gen dar me'	in' come
do' tage	en twine'	gen' tile	in dorse'
du' rance	er' mine	ger mane'	in dulce'
e clipse'	es cape'	ges' ture	in flame'
e duce'	es quire'	gro tesque'	in flate'
ef fuse'	es' sence	gy' rate	in fringe'
e late'	es tate'	hand' some	in fuse'
e lapse'	es trange'	hard' ware	in here'
e lide'	e vade'	gen' tle	in' jure
e-lude'	e voke'	hin' drance	in' mate
em brace'	e volve'	hir sute'	in' nate
e merge'	ex cept'	ig nite'	in quire'
em' pire	ex change	ig nore'	in sane'
en large'	ex cise'	im mense'	in scribe'
en close'	ex cite'	im merse'	in' side
en core' (ân)	ex crete'	im mure'	in spire'
en dure'	ex cuse'	im plore'	in state'
en force'	ex hale'	im prove'	in sure'
en gage'	ex hume'	im' pulse	in tense'
en' gine	ex pire'	im pure'	in ter fere'
en grave'	ex plode'	im pute'	in' ter lude
en hance'	ex pose'	in case'	in ter pose'
en shrine'	ex punge'	in cense'	in ter spersé'
en snare'	ex treme'	in cise'	in' ter stice
en tice'	fa tigue'	in cite'	in trigue'
en tire'	gan' grene	in cline'	in tro duce'

FORM ONE. For the teacher's use.

in trude'	mor' tise	pla' cate	pro pose'
in vite'	mun' dane	po lice'	pro rogue'
in' voice	nar rate'	po lite'	pros' trate
in voke'	Nep' tune	pos' ture	pro trude'
jave' lin	non' sense	prac' tice	pro vide'
je june'	o bese'	pre cede'	prov' ince
jo cose'	ob late'	pre cise'	pro voke'
jus' tice	ob lige'	pref' ace*	pro pose'
la crosse'	ob scure'	pre clude'	phy sique'
lat' tice	ob lique'	prem' ise*	pic' ture
lec' ture	ob serve'	pre pare'	pit' tance
leg' ume*	of fense'†	pre sage'	por' ridge
Le' vite	op pose'	pre scribe'	pre' lude
li' cense	out' line	pres' ence*	pri' vate
liq' uid* (wid)	pal' ace*	pre serve'	pul' sate
liq' uor* (er)	pal' ate*	pre sume'	pur' pose
ma chine'	pal' ette*	pro' bate	quad' rate
mag' nate	par' lance	pro cure'	qua drille'
Mal tese'	par take'	pro duce'	re cite'
man' grove	pas' sive	pro fane'	re cline'
ma nure'	pen' sive	prod' uct*	re cluse'
ma ture'	per fume'(v.)	pro' file	re duce'
mem' brane	phos' phate	pro fuse'	re fine'
men' ace*	pil' lage	pro lapse'	ref' uge*
mi rage'(razh)	pin' nace	prom' ise*	re fuse'
mis' sile	pi' rate	pro mote'	re fute'

* Form Two. † fence, but of fense, de fense.

FORM ONE. For the teacher's use.

re gale'	re volve'	sub side'	u nique'
re late'	ro mance'	sub' stance	u nite'
re morse'	rum' mage	sub' tile	un like'
re mote'	san' guine	sur' face	un nerve'
re move'	sca lene'	suf' frage	un wise'
re pose'	sched'ule*	suf fuse'	un yoke'
re prove'	sci' ence	su preme'	ur bane'
rep' tile	scrim' mage	sur vive'	u' rine
re pulse'	scrip' ture	sur mise	va' cate
re pute'	sculp' ture	sur' name	va lise'
re quire'	se clude'	sur' plice	po lice'
re quite'	sem' blance	sur prise'	vam' pire
re serve'	sin cere'	su' ture	van' tage
re side'	sol' ace*	tad' pole	ver' dure
re spire'	sol' stice	tex' tile	ves' tige
res' pite	stam pede'	ti rade'	vol' ume*
re sume'	stat' ure*	trans fuse'	vul' ture
res' tive	stat' ute*	trans late'	ward' robe
re store'	stock ade'	trans mute'	war' fare
re tire'	stric' ture	tran spire'	wel' come
re venge'	struc' ture	tra peze'	wel' fare
re vere'	strych' nine	trav' erse	whet' stone
re verse'	sub lime'	tre phine'	whole' sale
re vile'	sub merge'	tri' une	win' some
re vive'	sub scribe'	um' pire	yoke' mate
re voke'	sub serve'	un hinge'	Yule' tide

* Form Two.

LESSON 182.

CLASS D.

Class D includes all words having two vowels side by side, as:

aid straight breadth cheese ooze oak

Not all of the following possible vowel duplicates are used in words.

aa	ea	ia	oa	ua
ae	ee	ie	oe	ue
ai	ei	ii	oi	ui
ao	eo	io	oo	uo
au	eu	iu	ou	uu
ay	ey	iy	oy	uy

a. These word-lists are in no sense spelling lessons. *b.* Study with the pupils, and assist them in selecting a synonymous meaning for each word listed. *c.* Pronounce, and give meaning at a rapid rate.

āam	bait	chain	faint
aid	bay	chair	fair
ail	blain	claim	faith
aim	braid	drain	frail
air	brain	dray	gain
āīle	caē cal	frail	gait
bail	Caē sar	fain	gay

LESSON 183.

grail	prai' rie	trait	haughty
grain	praiʒe	twain	hāunt
gray	pray	vain	jāundice
hail	quail	waif	jäunt
hair	quaint	wail	laud
hay	raid	waist	läugh
jail	rail	wait	läunch
jay	rain	waive	läundry
laid	raiʒe	bauble	maul
lain	said (sed)	caucus	naught
lair	sail	caught	nausea
lay	saint	caudal	nautical
mail	saith (seth)	cauʒe	Paul
maid	say	cauʒal	paunch
main	slay	caustic	pauper
maize	snail	caution	pauʒe
May	Spain	clauʒe	applauʒe
nail	sprain	draught (draft)	stäunch
nay	stain	daub	taught
paid	stair	fault	väunt
pail	straight	flaunt	beach
paint	strait	fraud	bead
pay	strain	fraught	beak
plaɪd	swain	gaudy	beam
plain	tail	gāʒge	bêar
plaint	taint	gäunt	beard
plait	trail	gauze	beast

LESSON 184.

CLASS D.

bean	each	hears e	peach
bleach	ear	he a rt	peak
bleak	ea r l	heath	peal
blear	ea r n	heave	pe a rr
bleat	ea r th	je a lous	pea r l
breach	ea s e	knead	peat
bre a th	ea s y	lea	peasant
breathe	east	leach	phea s ant
bre a st	eat	lead	plea
cease	ea v es	leaf	plead
cheat	fear	league	plea s ant
clean	feast	leak	plea s e
clear	feat	lean	preach
cleat	fea t her	leap	reach
creak	flea	lea r n	read
cream	freak	mead	rea l m
crease	gear	mea d ow	ream
deacon	glean	meal	reap
dea d	gre a t	mean	rear
deaf	hea d	mea n t	rea s on
dean	heal	meat	sea
dear	hea l th	neap	seam
dea t h	heap	near	sear
drea d	hear	neat	sea r ch
dream	hea r d	neath	season
drear	he a rken	pea	seat

LESSON 185.

CLASS D.

scream	team	yeast	feed
sheaf	tear	zeal	feel
shear	tease	zealot	flee
sheath	thread	bee	fleece
sheathe	threat	beech	fleet
smear	treason	beef	free
sneak	treasure	beer	freeze
speak	treat	beet	geese
spear	tweak	breech	glee
spread	wealth	breed	Greek
squeak	wean	breeze	green
squeal	wear	cheek	greet
stead	weary	cheep	heed
steak	weasel	cheer	jeer
steal	weather	cheese	keel
stealth	weave	creed	keen
steam	weal	creek	keep
streak	wheat	creep	knee
stream	wreak	deed	kneel
swear	wreath	deem	lee
sweat	wreath	deep	leech
tea	yea	deer	leek
teach	year	eel	leer
teal	yearn	fee	peel

LESSON 186.

CLASS D.

Class D words form derivatives as Class C;
how?

EXCEPTIONS:

due . . . duly, duty, dutiful

true . . . truly

woe . . . woful, wofully

agree . . . agreeing, agreeable, agreeably

dye . . . dyeing

fee . . . feeing

flee . . . fleeing

free . . . freeing

shoe . . . shoeing

hoe . . . hoeing

BUILDING DERIVATIVES, MODEL.

c. s.—ful, less, ling, ly, ment, ness.

v. s.—ed, er, ing, ish, y.

ail . . . { ailment
 { ailing

aim . . { aimless
 { aimed, aiming

etc.

Each day, build the derivatives of a column of
Class D words. Build only words that you know.

LESSON 187.

CLASS D.

peep	teeth	broach	moat
peer	three	brôad	poach
reed	tree	cloak	roach
reef	wheel	coal	road
reel	wheeze	coarse	roam
screech	je o p'ard ize	coast	roan
see	je o p'ard y	coat	roar
seed	le o p'ard	croak	roast
seek	peo'ple	float	soak
seem	dēuce	foal	soap
seen	fēūd	gloam	soar
seep	fēūdal	gloat	shoal
seer	nēūter	goad	whoa
seethe	nēūtral	goal	doe
sleep	plēūra	goat	floe
sneeze	plēūrisy	groan	foe
speech	pnēūmonia	hoard	hoe
spree	oak	hoarse	roe
squeeze	oar	hoax	shoe
steed	oat	load	toe
steel	oath	loaf	woe
steep	boar	loam	brōoch
steer	board	loan	dōor
street	boast	loath	flōor
sweet	boat	loathe	cue
teem	bloat	moan	clue

LESSON 188.

CLASS D.

clue	slue	ju ce	beau (bō)
due	true	suit	bēdū' ty
flue	būild	suite (sweet)	bu' reau (rō)
glue	būilt	nūi sance	pla teau' (tō)
hue	bru ʒe	tui tion	ta' bleau (blō)
qūe ʒ	bru t	būoy	
sue	gūiʒe		

NOTE. —For ei, ie, oi, oo, ou, and oy, see Rhythmic Groups.

LESSON 189.

CLASS D.

Select all words of Class D having ea = e; as, head. Complete this list.

bread	dread	lead	meant
breath	feather	health	spread
etc.	etc.	etc.	etc.

LESSON 190.

CLASS D.

Select all words of Class D having ea = ē; as, glean. Complete this list.

beach	bead	bean	peal
cheat	beam	meat	speak
etc.	etc.	etc.	etc.

LESSON 191.**CLASS D.**

Select all words of Class D that fall under the Rule of S. Complete this list.

aisle	cause	raise	case
praise	clause	pause	cease
etc.	etc.	etc.	etc.

LESSON 192.**CLASS D.**

A letter may be silent in both sound and influence; as, ~~ai~~ple. Select all words of Class D having a vowel silent in both sound and influence. Complete this list.

aisle	heifer	thread	realm
kerchief	friend	blood	jeopardy
etc.	etc.	etc.	etc.

LESSON 193.

TWO-PART ROOTS.

Some of the words below are two-part roots, some are compounds, and some are derivatives; but the derivatives are of a form that you have not built.

REMEMBER. u after g or s in the second syllable, the syllable being of the form of a Class D root, usually has the sound of w; as, anguish, assuage, etc.

Pronounce and account for the vowel sounds.

sub due'	cur' tain	on' ion*
an' cient	cup' bōard (cub)	pas' sion
gai' ter	au' ger	ver' sion
an' guish	con geal'	pars' ley
trou' sers	plan' tain	lan' guage
mael' ström	bludg' çon*	pea' nut
pōul' try	bar' gain (ġen)	as suage'
pen' guin	pig' çon*	dis suade'
dōugh' nut	sur' gçon	lan' guid
san' guine	stur' gçon	rai' sin
brek' fast	dun gçon	lan' guish
wee' vil	lei' sure	bis' cuit
wain' scot	a dġēū'	lin' gual
as sault'	ten' sion	lin' guist
chim' ney	sau' sage	eçr' ly
sauer kraut (ou)	mis' sion	lan' gçor

* Form Two.

LESSON 194.

Two-part words containing at least one Class D syllable.

For the teacher's use.

biv'ouac*(wak)	ve neer'	a ground'	as say'
bed'steɪd	trea'tise	a head'	a stound'
sau'cer	trea'son	al'oe*	a stray'
cànoé'	nup'tial	a loud'	at tain'
a rouse'	sea'son	a main'	aug ment'
bu'reau	dea'con	an Neal'	a vail'
beau'ti ful	gla'zier (zh)	a noint'	a vaunt'
pla teau'	ea'sel	anx'ious	a void'
çam'ois*(my)	de vour'	a piece'	a vouch'
al'ley	heï' nous	ap pease'	a wait'
wea'sel	ac crue'	ap plaud'	a way'
tu reen'	ad journ'	ap point'	bà rouche'
rein'deer	a droit'	ap praise'	bây'ou
foun'tain	a field'	ap proach'	bea'dle
moun'tain	a float'	ar'gue	beak'er
clay'ey*	a foot'	a rouse'	be cause'
pul'ley	a foul'	ar raign'	bed'spread
thir'teen	a afraid'	ar ray'	be friend'
eight'eenth*	a gain' (ġen)	ar rear'	be guile'
mar'riage	a gainst' (ġen)	a sleep'	be hoove'
au'gust	a gree'	as sault'	be lie'

* Form Two.

LESSON 195.

Two-part words containing at least one Class D syllable.

For the teacher's use.

be lieve'	car' riage	con found'	de coy'
be lief'	cau' tion	con join'	de crease'
be neath'	Cây en ph '	con joint'	de cree'
be queath'	cen' taur	con' science	de fault'
be reave'	cer' tain	con strain'	de feat'
be seech'	çha peau'	con strue'	de fraud'
be ware'	chap' lain	con tain'	de laine'
bil' lion	chil' blain	con t ou '	de lay'
bil' ious*	Chris' tian	con vey'	de nounce'
bil' liards	cir' cuit	cor' dial	de ploy'
boat' swain	clear' ance*	cor' sair	de spair'
bōr' ōugh*	cock' roach	cour' age*	de spoil'
bre vier'	cock' tail	court' ier*	de stroy'
bril' liant	col' league	cous' in*	de tail'
bril' liance	com' peer	cru' cial	de tain'
brōugh' am*	com plain'	cur' tain	de t ou '
buck' board	com plaint'	dai' sy	de void'
buck' wheat	com' pound	de bauch'	de vout'
bun' ion*	con ceal'	deb ouçh'	dis' count
ca reen'	con ceit'	de cāy'	dis dain'
ca reer'	con ceive'	de ceit'	diş ease'*
ca rouse'	con' course	de ceive'	dis guise'

* Form Two.

LESSON 196.

Two-part words containing at least one Class D syllable.

For the teacher's use.

dis join'	en treat'	gen' ius*	mean' time
dis mount'	en' voy	gen teel'	mea' şleş
dis please'	es pouşé'	gen' tian	meaş' ure*
dor' mouse	es teem'	gla' cial	mil' lion
doub' le	ex ceed'	goa tee'	min' ion*
doub' let	ex claim'	gor' geous	mo' tion
dove' tail	ex haust'	haugh' ty	mur' rain
drear' y	ex plain'	im pair'	nan keen'
dudg' eon	ex ploit'	in' grain	nee' dle
em ploy'	ex pound'	in stead'	neigh' bor
en chain'	fa' cial	jeş' l' ous	noi' some
en dear'	fail' ure*	jeş' p' ard y	no' tion
en join'	fa' mous	junc' tion	nui' sance
en joy'	fac' tion	jun' ior	ob tain'
en' nui (ân' wè)	fea' ture	lar' board	o' cean
e nough'	fic' tion	lea' g' yer	pa' tient
en sconce'	fif' teen	le' g' ion (un)	pleaş' ant*
en shroud'	flam' beau	leş' p' ard	pen' sion
en sue'	func' tion	le' sion (zh)	pin' ion*
en tail'	fu şee'	less ee'	peaş' ant*
en throne'	fu' sion (zh)	lev ee'	pleaş' ure*
en' trailsş	fu' ture	main tain'	pon' iard*

*Form Two.

LESSON 197.

Two-part roots containing at least one Class D syllable.

For the teacher's use.

por' tion	re peal'	sen' ior*	tor' t o ise'
por' trait	re peat'	ser' ge an t	tran' sient
pre vail'	re proach'	slaugh' ter	trea' cle
pro found'	res' cue	so' j o urn	ty' phoid
pur loin'	re search'	sol' dier	ty phoon'
re claim'	re course'	spe' cial	un' guent
re coil'	re strain'	stal' lion	un' ion*
re cruit'	re tail'	sta' tion	un clean'
re deem'	re tain'	stat' ue*	un load'
re gain'	re t o ch'	steer' age	un tie'
re gard'	re trieve'	sua' sion (zh)	un true'
re hearse'	re veal'	suc ceed'	un veil'
re joice'	re view'	sur' feit	up braid'
re join'	Rus' sian	sur mount'	val' ue*
re lief'	sanc' tion	sus tain'	ven' ue*
re main'	saun' ter	ta bleau'	vi ct ' val s*
re pair'	scape' goat	tis' sue (sh)	vil' lain

* Form Two.

LESSON 198.**PRONUNCIATION.**

Any vowel in an unaccented syllable is usually obscure.

In rapid pronunciation, an obscure vowel can scarcely be distinguished from neutral u. For neutral u, see Lesson 9.

The second syllable of the words below could be spelled with neutral u without affecting the pronunciation.

mus'tard	gram'mar	beg'gar
lu nar	ce dar	pil lar
mo lar	vic ar	col lar
po lar	dol lar	burg lar
fa vor	ru mor	sa vor
la bor	hu mor	tu tor

The ending nal (al) is of the same nature; here, however, the tip of the tongue rising to produce the l element, causes the neutral u element to be very brief.

ve nal	fi'nal	re nal
le'gal	pe nal	re'gal

There is a tendency to misspell words having an obscure vowel. This tendency may be overcome by *Special Pronunciation*.

PLAN. Pronounce the obscure syllable, then the word. In pronouncing the obscure syllable, give the vowel the sound that it would have were the syllable standing alone; as,

mâr, gram'mar; chôr, an'chor; âr, sug'ar, etc.

Pronounce the following words according to the plan of special pronunciation; thereafter you will not misspell them.

SPECIAL PRONUNCIATION.

re'al	cel'lar	fa'vor	cen'tral
le gal	vul'gar	tal on	dol lar
mus tard	vas sal	la bor	clam or
lu nar	men tal	ten or	mir ror
ve nal	ras cal	ru mor	cas tor
fi nal	pop lar	viſ or	ac tor
pe nal	cym bal	hu mor	er ror
re gal	neu tral	rec tor	ar bor
vi tal	stew ard	va por	doc tor
mo lar	nor mal	hec tor	au thor
mo dal	fru gal	sa vor	liq uor
mu ral	burg lar	debt or	hor ror
pa pal	schol ar	tu tor	ra zor
na ſal	gram mar	hon or	suc cor
re nal	col lar	tu mor	may or
o ral	liz	ran cor	vic tor
o val	wiz	ju ror	har bor
po lar	haz	an chor	con dor
na tal	buz	ma jor	ar mor
ce dar	giz	do nor	war rior
ri val	bliz	jun ior	stu por
du cal	pil lar	sen ior	stub born
vic ar	beg gar	splen dor	brough am
ru ral	scan dal	can dor	peas ant

LESSON 199.

cy, std.

Consider cy, as in decency, the standard spelling; learn the following words in sy; you can then spell them all.

a pos ta sy	ec sta sy	id i o syn cra sy
au top sy	em bas sy	po e sy
cat a lep sy	ep i lep sy	proph e sȳ
cler i sy	fan ta sy	(proph e cy)
con tro ver sy	Gip sy	pleu ri sy
cour te sy	her e sy	tip sy
curt sy	hyp oc ri sy	top sy tur vy
drop sy		

LESSON 200.

ize, std.

Consider ize, as in memorize, the standard spelling; learn the following words in ise; you can then spell them all.

ad ver tise	de spise	in cise
ad vise	de vise	mer chan dise
chas tise	dis fran chise	pre mise
cir cum cise	en fran chise	re vise
com prise	ex er cise	su per vise
com pro mise	ex or cise	sur mise
de mise	fran chise	sur prise

LESSON 201.

able, ably, std.

Words ending in able are very numerous.
Words ending in ible are few; consider able
standard; learn the words ending in ible; you can
then spell them all.

Common.	Less Common.	Rare.
*accessible	*compressible	apprehensible
*admissible	contractible	avertible
*audible	convertible	affectible
*combustible	*corrigible	cognoscible
*compatible	*corruptible	conducibile
contemptible	*defeasible	*****controvertible
*credible	*destructible	deducible
*digestible	discernible	deductible
*divisible	edible	descendible
*eligible	*expressible	diffusible
*exhaustible	*frangible	distensible
*fallible	*fusible	docible
feasible	impressible	effectible
*flexible	*****intelligible	evincible
forcible	irascible	expansible
horrible	***permissible	extendible
gullible	*****pervertible	extensible
legible	***responsible	immiscible
****possible	***reversible	impartible
*sensible	*susceptible	imprescriptible
*tangible	transfusible	imputrescible
terrible	transmissible	incomprehensible
*visible	transmittible	indefectible
		invertible
		miscible
		negligible
		**** } passible†
		**** } passable
		prehensible
		prescriptible
		reducible
		refrangible
		remissible
		reprehensible

*Will take the prefix in.

**Will take the prefix ab.

***Will take the prefix ir.

****Will take the prefix im.

*****Will take the prefix un.

†Capable of suffering.

LESSON 202.

ance, ant, std.

The endings, ent, ence; ant, ance; occur with equal frequency. Consider ance, ant, std.; learn the words ending in ence; you can then spell them all.

Pronounce the last syllable, then the word.

abhorrence	coexistence	diffidence
absence	competence	diligence
abstinence	complacence	effervescence
accidence	(complaisance)	efficiency
acquiescence	concrecence	effulgence
adherence	concurrence	emergency
adolescence	conference	eminence
advertence	confidence	evidence
affluence	congruence	excrescence
antecedence	conscience	existence
arborescence	consistence	experience
ascendency	continence	frequency
audience	contingency	imminence
belligerence	convalescence	impatience
beneficence	convenience	impotence
benevolence	convergence	improvidence
cadence	correspondence	imprudence
circumference	dependence	impudence
coalescence	despondency	inadvertence

Other prefixes may be attached to some of these words.

incandescence	negligence	providence
incompetence	obedience	prudence
incongruence	omnipotence	putrescence
indifference	patience	recurrence
indigence	permanence	redolence
indolence	persistence	reference
influence	precedence	reminiscence
innocence	preëminence	residence
insolence	preëxistence	reverence
insurgence	presence	sapience
intelligence	pretence	science
interference	prevalence	subsidence
intermittence	prominence	subsistence

LESSON 203.

y out of place.

a nal' y sis	en cy clo pe' di a	syn' od
an' a lyze	gē' y ser	typ' ic al
a sy' lum	glyc' er ine	zeph' yr
Brook' lyn	gym' nast	dys' en ter y
chrys' a lis	gyp' sum	gym na' si um
cy' clone	hy' gi ene	hy' drant
cyl' in der	hy' brid	hy e' na
cy' press	hy' dra	hy' phen
E' gyp	syn' tax	hyp' no tism

hy poth' e sis	syn op' sis	hyp' o crite
hys te' ri a	type	syc' o phant
hymn	ty phoon'	syl' lo gism
lab' y rinth	cy' no sure	sym' bol
lynx	dy' nas ty	sym' met ry
ly ce' um	hy drau' lic	sym' pa thy
lymph	oys' ters	sym' pho ny
lynch	phy si' cian	syr' inge
lyre	rhythm	sat' yr
myth	sys' tem	syn' o nym
mys' ter y	syn' di cate	syn on' y mous
mar' tyr	strych' nine	ty' phoid
nymph	scythe	ty' phus
o' nyx	symp' tom	dy nam' ic
ox' y gen	syl' la ble	dy' na mite
E gyp' tian	syc' a more	dys pep' si a
a byss'	an' to nym	crypt
a bys' mal	py' thon	po lyg' a my
lye	a poc' a lypse	crys' tal
lyr' ic	pan e gyr' ic	pol' yp
am' e thyst	bar' y tone	cym' bal
myrrh	pa py' rus	cyst
an a lyt' ic	ca' lyx	e lys' ian
myr' tle	par al' y sis	er y sip' e las
a non' y mous	chyme	hyp o der' mic
O lym' pic	phys' ic	pyg' my
hy' oid	pyr' a mid	lar' ynx
i' dyl	pros' e lyte	Pres by te' ri an

LESSON 204.

SPECIAL PRONUNCIATION.

When, by law, is a vowel long? Repeat the laws of long vowels.

A vowel in position to be long may be obscure when not under accent.

By *special pronunciation*, one can learn to spell words having obscure vowels; thus, pronounce the last two syllables, then the word; as,

ā rāte, sep' a rate; ā sol, par' a sol; etc.

SPECIAL PRONUNCIATION.

obscure a.

mar' ma lade	an a con' da	dem' a gogue
gel' a tine	sal a man' der	strat' a gem
mac a ro' ni	va' ry ing	ad' a mant
ma hog' a ny	sep' a rate	ag' gra vate
syc' a more	ar' a ble	Am' a zon
cat' a ract	Ni ag' a ra	a nom' a ly
gran' a ry	mag' a zine	chrys' a lis
cav' al ry	bot' a nize	cin' na mon
par' a sol	car' a mel	cur' a tive
pi' ra cy	cat' a logue	dec' a logue
di' a ry	cig a rette'	e soph' a gus

LESSON 205.**PRONOUNCING LESSON.**

Each column may be considered a lesson.

ab do' men	an ni' hi late	ap pren' tice
a cad' e my	an ni ver' sa ry	ap pur' te nance
ac' cu ra cy	an ten' na	a' pri cot
ac rop' o lis	an' thra cite	ar bit' ra ment
ad' ver sa ry	an tip' o des	ar' chi tect
ad ver' si ty	a pos' tro phe	ar is toc' ra cy
a' er i form	ap pa ra' tus	a rith' me tic
a' er o naut	an' ces tor	ar raign'
ag' gra vate	an' ec dote	ar' ro gant
ag' gre gate	an noy' ance	ar' se nal
ag' i tate	an nu' i ty	ar te' sian
a lac' ri ty	an' nu al	ar' ti cle
aide'-de-camp	an' o dyne	ar ti fi' cial
al' li ga tor	a nom' a ly	ar til' ler y
a bil' i ty	a non' y mous	as cend' en cy
ac qui esce'	an' te lope	as sim' i late
am big' u ous	an tic' i pate	as so' ci ate
am' nes ty	an' ti dote	as' ter isk
am phib' i ous	an tip' a thy	as trin' gent
a nal' o gy	a' pi a ry	as tron' o my
an' arch y	a pol' o gy	a sy' lum
a nat' o my	ap' o plex y	ath e ne' um
and' i ron	a pos' ta sy	ath' lete
an' i mal	ap' pe tite	at ten' tion

LESSON 206.**PRONOUNCING LESSON.**

Each column may be considered a lesson.

cat' er pil lar	com par' i son	con va lesce'
cav' al ry	com' plai sant	con ve' nient
cav' i ty	com po' nent	con ver sa' tion
Cay enne'	com' ple ment	con ver' sion
cel' e brate	com' pli ment	cor' du roy
cel' i ba cy	com po si' tion	cos mo pol' i tan
cel' lu loid	con cil' i ate	coun' ter poise
cer' e mo ny	con di' tion	cre' o sote
chan' ti cleer	con' di ment	croc' o dile
char' ac ter	con ge' nial	cur ric' u lum
char' i ty	con jec' ture	cyl' in der
chas' tise ment	con' se crate	daf' fo dil
chem' ic al	con' se quence	da guerre' o type
choc' o late	con sid' er	de ci' sion
chol' er a	con sist' ent	de clen' sion
cir' cu lar	con spic' u ous	ded' i cate
cit' i zen	con' stan cy	de fi' cient
clas' si fy	con stit' u ent	de lin' e ate
co a lesce'	con sum' mate	dem' a gogue
coch' i neal	con sump' tion	de moc' ra cy
col li' sion	con ta' gious	de mon' e tize
col' lo quy	con ten' tious	de nom' i nate
com bus' tion	con tig' u ous	dep' re cate
com' mis sa ry	con tract' or	der' e lict

LESSON 207.

PRONOUNCING LESSON.

Each column may be considered a lesson.

ef fer vesce'	es pe' cial	Fah' ren heit
ef fi' cient	et' i quette	fa mil' iar
e lab' o rate	e vap' o rate	fas tid' i ous
e lec tric' i ty	ex ag' ger ate	fea' si ble
el' o quent	ex' ca vate	fe lic' i ty
e man' ci pate	ex cres' cence	fer' til ize
em bar' rass	ex hib' it	fil' a ment
em' bas sy	ex hil' a rate	fla gi' tious
em bez' zle	ex' i gen cy	for ma' tion
em broid' er	ex pe' ri ence	for ti fi ca' tion
em' bryo	ex per' i ment	friv' o lous
e mer' gen cy	ex plic' it	fron' tis piece
em' i nence	ex po' nent	fun da men' tal
em' u late	ex plo' sion	gay' e ty
en gi neer'	ex po' sure	gal' ax y
en thu' si asm	ex pul' sion	gar' ri son
e nun' ci ate	ex' qui site	gel' a tine
ep' i sode	ex tem' po re	ger ma' tion
e pit' o me	ex traor' di na ry	ge og' ra phy
e qua' tor	ex trav' a gant	ge om' e try
e ques' tri an	fa ce' tious	ge ra' ni um
e qui lib' ri um	fa cil' i ty	glad' i a tor
eq' ui page	fac sim' i le	glos' sa ry
e soph' a gus	fac ti' tious	gov' ern ment

LESSON 208.

PRONOUNCING LESSON.

Each column may be considered a lesson.

im par'tial	ju' ve nile	lit' a ny
im' ple ment	kan' ga roo	lith' o graph
im' pli cate	la' bi al	lit' i gate
in car' cer ate	lab' o ra to ry	lon' gi tude
in' ci dent	lab' y rinth	lu' cra tive
in cip' i ent	*lac' ri mal	lu' di crous
in def' i nite	lar' ce ny	lux' u ry
in' di cate	las' si tude	mac ad' am ize
in fal' li ble	lat' i tude	mack' er el
in' fi nite	leg' ate	mac a ro' ni
in iq' ui ty	le ga' tion	mack' in tosh
in tan' gi ble	leg' is late	mag a zine'
in' ter stice	leth' ar gy	ma hog' a ny
in' ter sti ces	lev' i ty	maj' es ty
in tu i' tion	li' bra ry	ma jor' i ty
ir' ri gate	lieu ten' ant	ma neu' ver
i sos' ce les	lig' a ment	man' ga nese
i' so thermi	lin' e age	man' i fold
Is' ra el ite	lin' e al	mar' gue rite
i' vo ry	lin' e ar	mar' i time
ju' bi lant	lin' e a ment	mar' ma lade
ju' gu lar	lin' i ment	mar' tin gale
junc' tion	liq' ue fy	mas' sa cre

* lach' ry mal

LESSON 209.

PRONOUNCING LESSON.

Each column may be considered a lesson.

mon' i tor	or' a tor	pas' sen ger
mon op' o ly	or' ches tra	pa tri' cian
mos qui' to	or' gan ize	ped' es tal
mu' ci lage	or' i gin	ped' i cel
Mus' sul man	or' na ment	ped un' cle
mu' ti late	pag' eant	pen in' su la
mu' ti ny	pa ja' mas	pen' i tent
mys' ter y	pal i sade'	pel' i can
nat' u ral	pal' li ate	Pen' ta <i>teuch</i> (tuk)
nau' tic al	pam' phlet	Pen' te cost
nec' es sa ry	pan a ce' a	per' ma nent
ne ces' si ty	Pan' the on	per' qui site
neg' li gent	pan' to mīme	per' ti nent
non cha lance'	pa' pa cy	pet' i ole
non pa reil'	par' a chute	pe ti' tion
o bei' sance	par' al lel	pha' e ton
ob' e lisk	par al' y sis	phar' ma cy
ob' se quies	par' a mount	pin' a fore
ob' so lete	par' a pet	plat' i tude
oc ca' sion	par' a site	plau' si ble
op' e ra	par' ox ysm	ple be' ian
o' pi ate	par' ra keet	pome' gran ate
o pin' ion	par' ti ci ple	por' phy ry
or' a cle	par' ti tive	porte' mon naie

LESSON 210.

PRONOUNCING LESSON.

Each column may be considered a lesson.

prom' i nent	rid' i cule	sur veil' lance
prom' on to ry.	ru' di ment	sus pi' cion
pro pri' et or	sac' cha rine	su' ze rain
pro pri' et y	sat' u rate	syc' a more
pro pul' sion	sen' ti ment	syc' o phant
prox' i mate	sen' ti nel	sym' met ry
Pu' ri tan	sep' a rate	sym' pa thy
py ro tech' nic	ser e nade'	sym' pho ny
quan' ti ty	sig' na ture	syn' a gogue
quer' u lous	sil hou ette'	syn' di cate
rad' i cal	sim' i lar	syn' o nym
rec' on dite	ski' a graph	syn' the sis
rel' e gate	so lil' o quy	tan' gi ble
rel' e vant	sou ve nir'	tan' ta lize
ren' de' vous	spec' i men	tan' ta mount
ren' e gade	spir' i tu al	tel' e graph
ren' o vate	spon ta' ne ous	ten' e ment
res' er voir	stim' u lant	ter' mi nal
res ur rec' tion	strat' a gem	ter' ti a ry
ret' i na	strat' e gy.	thor' ough-fare
ret' i nue	sub' ju gate	to bog' gan
rev eil le'	sub' si dy	tom' a hawk
rhap' so dy	sup' ple ment	tra' che a
rhi noc' e ros	sup' pu rate	tri' cy cle

SUPPLEMENT.

Selected Class A words having a single front letter:

1	2	3	4	5	6
bag	ban	bat	bed	beg	bet
bob	bog	box	bud	bug	bun
cot	cab	cup	cut	dab	dam
dig	den	dim	dug	dun	fag
fad	fan	fog	fox	fun	fur
gab	hat	hen	hit	hod	hog
7	8	9	10	11	12
hop	jam	jet	jog	jug	lag
lop	lot	lug	mat	mix	mob
nib	nit	nod	nut	pan	pat
pun	pup	pus	rag	ram	rat
run	sad	sag	sap	sin	sip
tax	tip	tug	vex	wag	web
13	14	15	16	17	18
bib	bid	big	bin	bit	but
can	cap	cat	cog	cod	cot
dim	dip	dog	don	dot	dub
fat	fez	fib	fig	fin	fit
fix	gag	gas	get	gun	had
ham	hot	hub	hug	hum	hut
19	20	21	22	23	24
jab	lap	log	leg	let	lip
lit	mop	mud	mux	nag	net
pen	pet	pin	pit	pop	rap
rob	rim	rot	rub	rug	rut
sit	sob	sup	tag	tan	tap
wed	wet	win	wit	mad	man

Selected Class B words having a single front letter:

1	2	3	4	5	6
back	band	bang	bank	beck	belch
bend	bent	berg	berth	best	bill
bond	bosh	boss	buck	buff	bulb
bung	bunk	bunt	burg	burn	burnt
cant	cash	cock	cost	cuff	cull
curd	curl	curst	curt	cusps	daft
7	8	9	10	11	12
deck	deft	dell	delt	dent	desk
dish	disk	dock	doff	doll	duck
dust	fang	fell	felt	fern	fill
firm	first	fish	fist	fond	font
gush	gash	germ	gift	gild	gill
girl	girt	girth	gist	hack	hand
13	14	15	16	17	18
bell	belt	bench	birch	bird	birth
bulk	bump	bunch	burst	bust	butt
culm	cult	curb	damp	dash	dill
dirk	dirt	dull	durst	dusk	film
filth	finch	furl	gaff	hemp	gilt
gimp	gird	hang	hash	hasp	hast
19	20	21	22	23	24
hath	heft	held	helm	help	zinc
hint	hilt	hiss	hist	hill	hock
hump	hunch	hung	hulk	hunt	hurl
jack	jerk	jest	jill	jilt	jump
kick	kill	kilt	king	kink	kirk
lamp	land	lank	lash	lass	lath

25	26	27	28	29	30
lent	less	lest	lick	lift	limp
lisp	list	lock	loft	loll	lost
lump	lunch	lung	lurch	lurk	zest
mesh	mess	milk	mill	mink	yelp
miss	mist	mock	mush	musk	muss
nick	hull	pack	pang	pant	yell
31	32	33	34	35	36
perch	perk	pert	pest	pick	yank
pith	pomp	pond	puff	pulp	with
punt	purl	rack	raft	ranch	rang
rend	rent	rest	rich	rift	rill
rock	romp	ruff	rump	rung	runt
samp	sand	sang	sank	sash	self
37	38	39	40	41	42
sick	sift	silk	sill	silt	sing
soft	song	such	sulk	sung	wing
tack	tank	tell	tempt	tend	tent
tick	tiff	till	tilt	tuck	tuft
turf	turn	vend	vent	verb	vest
well	welt	west	wick	will	wilt
43	44	45	46	47	48
wind	hemp	herb	hill	went	hulk
hull	hurt	hush	husk	junk	just
kiss	kith	lack	left	lend	length
lynch	link	lint	luck	luff	lull
mash	melt	mend	mint	mirth	muck
muff	must	neck	nest	peck	pelt

49	50	51	52	53	54
pill	pinch	pink	pump	punch	punk
rank	rant	rock	reck	ring	rink
risk	rush	rust	sack	sell	send
sent	sink	sizz	sock	sunk	surd
surf	tenth	term	test	tint	tongs
toss	tush	tuck	vamp	wench	wend

Selected Class A and Class B words having two letters before the vowel:

55	56	57	58	59	60
black	bland	blank	blend	bless	blest
bled	blench	blink	bliss	block	blond
blot	blotch	bluff	blunt	blur	blush
bract	brad	brag	bran	brand	brant
brash	brass	bred	brick	brig	brink
brim	bring	brisk	champ	chap	chasm

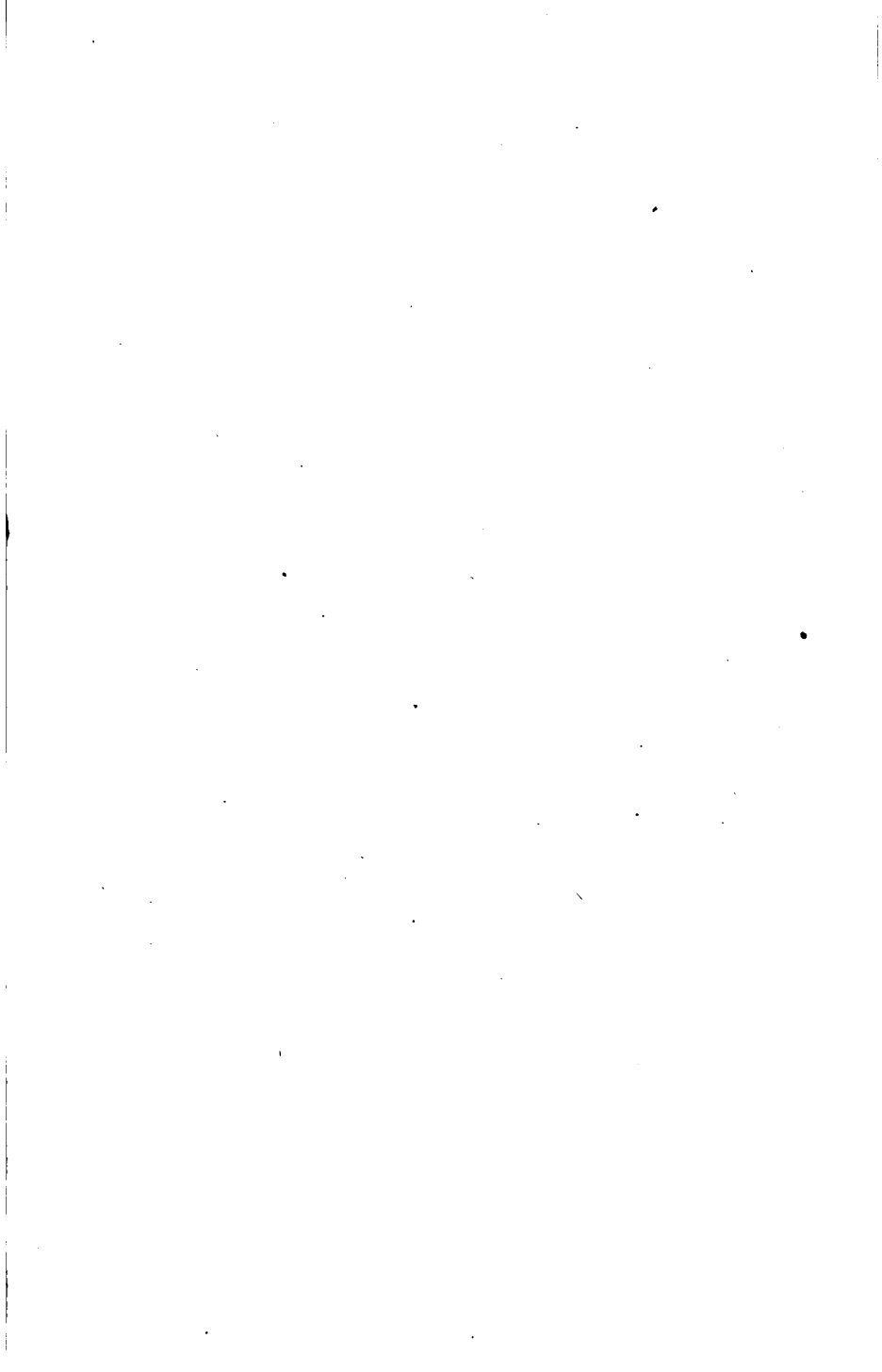
61	62	63	64	65	66
chat	check	chess	chest	chick	chill
chin	chinch	chink	chintz	chip	chirp
chit	chomp	chop	Christ	chub	chuck
chum	chaff	chunk	church	churn	clack
clad	clam	clamp	clan	clang	clank
clasp	clash	clasp	cleft	clench	clerk

67	68	69	70	71	72
click	clinch	cliff	cling	clink	clip
clock	clod	clog	clot	cloth	club
cluck	clump	clung	clutch	crab	crack
craft	crag	cram	cramp	cranch	crank
crash	crass	crest	crib	cric	crick
crimp	crisp	crook	crop	cross	crotch

73	74	75	76	77	78
crus	crush	crust	draft	drank	dregs
crunch	crutch	crux	drab	drag	dram
drench	dress	drift	drill	drink	drip
drop	dross	drug	drum	drunk	flag
flank	flap	flask	flat	flax	fleck
flesh	fled	flex	flick	flinch	fling
79	80	81	82	83	84
flint	flip	flirt	flit	flock	flog
flap	floss	fluff	flung	flunk	flush
flux	flock	frank	French	fresh	fret
frill	frith	friz	frock	frog	from
front	frost	froth	glad	gland	glass
glen	glib	glint	gloss	glum	glut
85	86	87	88	89	90
grab	grand	grin	grip	grist	grit
grog	grub	gruff	grum	grump	grunt
plan	plank	plant	plash	plasm	plat
pluck	pled	plinth	plug	plum	plump
plus	plush	plod	plot	phlox	press
prick	prig	prim	primp	prink	print
91	92	93	94	95	96
prism	prod	prompt	scab	scalp	scamp
scan	scant	scat	scant	scoff	Scot
scrag	scrap	scratch	scrimp	script	scrub
scud	scuff	scull	scum	scurf	shack
shad	shaft	shall	shalt	sham	shank
shed	shelf	shell	shift	shin	ship

97	91	99	100	101	102
shirk	shirt	shock	shod	shop	shot
shed	shrill	shrimp	shrub	shrug	shrunk
shuck	shun	shut	sketch	skiff	skill
skip	skimp	skin	skip	skirt	skull
skulk	skunk	slab	slack	slag	slam
slang	slant	slap	slash	slat	sled
103	104	105	106	107	108
slept	slick	slid	slim	sling	slink
slip	slit	slot	slosh	sloth	slug
slum	slump	slung	smelt	slur	slush
smack	smash	smell	snag	smirch	smith
smock	smut	smutch	snip	snap	snatch
snath	snell	sniff	snob	snub	snuff
109	110	111	112	113	114
spasm	speck	spell	spend	sperm	spill
snug	span	spank	spat	sped	sphinx
spin	spit	splash	splint	split	splotch
spot	sprang	sprig	spring	sprint	sprung
spun	spunk	spur	spurn	spurt	stab
stack	staff	stag	stamp	stand	step
115	116	117	118	119	120
stem	stench	stent	stern	stick	stiff
still	stilt	sting	stint	stir	stitch
stock	stop	strand	strap	stress	strength
stretch	strict	string	strip	strong	struck
strung	strut	stub	stuck	stud	stuff
stump	stun	stung	stunt	swag	swam

121	122	123	124	125	126
swell	swept	swift	swill	swim	swirl
swish	switch	swung	than	thing	think
that	thatch	them	thick	thill	thin
thank	third	thirst	thong	thrash	thresh
thrift	thrill	throb	throng	thrush	thrust
thud	thug	thump	thus	thwack	track
127	128	129	130	131	132
tram	tramp	trap	trash	trench	trend
tress	trick	trill	trim	trip	truss
trot	troth	truck	trump	trunk	twin
trust	twang	twelfth	twig	twill	whang
twirl	twist	twit	twitch	whack	whiff
whelm	when	whir	whet	which	whip
whim	whelp	whirl	whist	whit	whiz



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